

CIVIC EDUCATION IN THE 21st CENTURY: The Importance of Civic Engagement, Civic Knowledge and Best Practices for the Secondary Classroom



“ Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education. Franklin D. Roosevelt

Submitted in fulfillment of the Master of Arts, Political Science

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July 5, 2013

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TABLE OF CONTENTS

I. Introduction.....	1
II. Purpose of Civic Education.....	4
III. History of Civic Education.....	6
IV. Civic Education Research.....	10
V. Pedagogy Best Practices.....	30
VI. Challenges to Civic Education.....	46
VII. Walsh Civic Curriculum with Research Reflection...	49
VIII. Conclusion.....	72
IX. Works Cited.....	74
X. Appendix.....	76

Quality civic education is vital for the success of America's democratic republic in the 21st century. Scholars from a variety of fields are convinced that without an emphasis placed on a strong civic education and an understanding of the best pedagogical practices our democracy will continue to deteriorate and pave the way for the loss of the American Republic. (Goldberg, Golston, Yell, Thieman, & Altoff, 2011). National Council of Social Studies President, Steve Goldberg, sets the state of civic education and social studies in general,

In our growing pluralistic society, children in the early grades need to be made more aware of the world in which they live so that they will be able to assume major decision-making roles as well informed citizens. A pervasive lack of knowledge in this country about foreign cultures and political occurrences threatens the very security of the United States as well as our ability to compete in the global marketplace and produce an informed citizenry (Goldberg, Golston, Yell, Thieman, & Altoff, 2011, p. 126).

Many scholars, educational and political, would agree that an informed citizenry is a necessity due to national security reasons. Without civic knowledge and an understanding of how the government works, citizens can put themselves and others in danger. This literature review provides a summary and analysis on the state of civic education, the remedies for improving civic education and the best pedagogical methods that are used in classrooms across the nation that get the results that are so desperately needed. Ideally, present-day civic education should create an educated populous with critical thinking skills and an ability to articulate political opinions while allowing all voices to be heard.

In the 21st century, civic education, though stated as important is being marginalized by high stakes testing and increasing emphasis on literacy and math proficiency. More and more elementary and middle school students are not introduced to civic or social studies in general due to the fact that these subjects are not tested. The President, the Department of Education and state departments of education are emphasizing math, science and language arts. In an open

letter to President Obama that appeared in *Social Education Journal* in August of 2010, Risinger states,

Mr. President, where is citizenship education? I have never seen such political animosity; inability to work together, name-calling, and extreme political polarization...even in the 1960's during the anti-Vietnam War era. I have never seen such political apathy among our student-age population-an apathy that extends into adults of all ages. I have never seen such unwillingness to enter into discussions of issues and agree on policies that are in the best interests of all Americans. I believe that a major factor in this deterioration of what I term as pluralistic citizenship behavior is the marginalization of social studies/citizenship education in the pre-K-12 curriculum throughout the nation (Risinger, 2010, p. 338).

If our nation is going to prosper and continue into “a more perfect union,” civic education must be on the front burner of reform in education, not placed on the back porch. Today, educational reform is based on test scores in math, science and literacy. Though I understand the importance of continued progress in math and science, I would agree with Mr. Risinger again, “...However, if we do not teach our young citizens about history, geography, economics, civics and other social studies areas, our nation will lose its national bearings...it will lose its soul” (2010, p. 339).

Though no response was given by President Obama, Secretary of Education, Arne Duncan published an article in the *Social Education Journal* stating that Social Studies is an essential component to a well-rounded education (2011). Duncan agrees that it is time for a renewed national emphasis on social studies and citizenship education. Duncan also states that he understands that social studies content has had to live with the unintended consequences of the NCLB Act every day. Though he acknowledges that educators and policymakers need to recognize that social studies is a core subject, critical to sustaining an informed democracy and a globally competitive workforce, he does not give any actual solutions to solving the problem of the marginalization of social studies content. Instead, he claims, “we also need higher standards

and better tests for social studies. I urge social studies teachers to work together to encourage states and local school boards to develop high social studies standards based on themes and skills and to create authentic growth measures of student learning” (Duncan, 2011). States already have strong state standards, but another test is not going to make informed citizens that can critically think and engage in public discourse about controversial, political issues. School districts will continue to marginalize this core content since it is not tested on in many states; teachers and school districts emphasize what is being tested on. Civic knowledge and engagement is seen after high school when students become of age to vote and become productive members of society. Are young adults more apt to carry on conversations about politics? Are young adults committed to volunteer service and enhancing the community for the good of the whole and not the individual? Are young adults critically processing the global world and the continuous problems of inequality within our own nation and that of the world? What we need is for all stakeholders; the federal government, the global and national business community, state governments, school districts, administrators, parents and teachers, to understand that without a strong sense of political efficacy our republic is in danger. Without the support from the federal government, our students will be less informed in the areas that are vital for the preservation of our free market economy, our participatory democracy, and our cultural literacy (Goldberg, Golston, Yell, Thieman, & Altoff, 2011). Golston states that though she agrees that the words, “engaged and thinking citizens who are prepared for college and careers” by Mr. Duncan are important, the National Council of Social Studies makes the case that all students, whether they go to college or pursue any specific line of work, will be citizens. Every year, this country asks its citizens to use school skills, and especially their social studies education, to go to a voting booth and help run our cities, our states, and our nation.

“Citizenship: it’s the ultimate academic application” (2011, p. 127). As a teacher of social studies for twenty-one years, I fully understand the purpose of my job. No matter what students are in front of me, all will live in our society and contribute. My job is to make sure that their understanding of our nation, our government, our diversity and our place in this world is taught on a daily basis. I am preparing my students for the ultimate job, citizenship in a democratic republic and a global economy. As retired Supreme Court Judge Sandra Day O’Connor states,

“Statistics show that there’s a very strong correlation between ignorance and distrust of our government,” O’Connor told the Florida legislature, “We must take action to reverse the trend of removing civics from our schools before this cynicism begins to suffocate our democracy” (Theroux, 2011, p. 29) O’Connor continues, civics is about “teaching students that one person can ignite political fires on the ground, and those fires almost always begin with a very small spark...It takes a renewed commitment for each generation to continue the great experiment that we Americans undertook in 1779” (Theroux, 2011).

The state of civic education is at a crossroads; this paper will discuss what the research states about current trends in civic education, the purpose of civic education, the best practices pedagogy for civic classrooms and the challenges that civics education still faces in the century.

OF CIVIC EDUCATION

Preparing young people for active engagement in the civic and political life of their communities and the country has been a long-standing goal of public education (Pasek, Feldman, Romer, & Jamieson, 2008, p. 26). However, in recent decades the effectiveness of civic education has been called into question by the increasing disengagement from politics exhibited by successive generations of young people. Young people vote less and have less political or civic knowledge of our government. Though recently, with the election of Barack Obama as president, researchers have seen a spike in voting behaviors of young people, many people believe that young people continue to be less interested in politics. Now, researchers and political scientists are looking at civic education curriculum in the high schools as a method that

would encourage more participation by young people in our democratic society. The civic classroom, along with the home and family, can serve as an important socializing agent by encouraging young people to develop and practice civic skills, offering opportunities for open discussions about political and social issues, and providing training grounds for civic involvement (Pasek, Feldman, Romer, & Jamieson, 2008, p. 27). The question is, does the purpose of civic education change in high school classrooms today? With the importance placed on standardized tests, though civics is not tested currently in the majority of states, can teachers allow the civic opportunities to prevail or do they have to simply teach content in order to pass the test?

It is commonly understood that democratic self-governance requires an informed and educated citizenry and that access to education is an important support for the development of such citizens. Therefore, the purpose of civic education is to teach the knowledge, skills and values believed necessary for democratic citizenship (Kahne & Middaugh, *High Quality Civic Education: What Is It and Who Gets It?*, 2008, p. 35). Part of the responsibility of citizenship is voting. Even though voting is vitally important, informed and educated voting is more important. The true purpose of civic education is to teach the skills necessary so that students, once they become of voting age, can make informed and educated decisions about candidates and public policy.

Democracy, in the United States or anywhere, can only thrive where citizens understand and participate actively in civic and political life (Theroux, 2011, p. 1). This was the core belief of Andrew Carnegie and a cornerstone of the Carnegie Foundation. This foundation believes that civic participation entails building communities, solving problems, learning about public issues and voting- activities fewer individuals in the United States, including young people,

engage in every passing year. “Declining civic engagement is bad news for the nation,” says Carnegie Corporation’s Geri Mannion, “particularly when young people lose interest in civic and political institutions, since the fate of the democracy ultimately is in their hands” (Theroux, 2011, p. 1). The *Civic Mission of Schools*, written by a group of experts from the Carnegie Corporation, stated that, “Being a competent and responsible citizen is not easy. It can take courage, sacrifice and passion to be civically and politically engaged. Engagement is especially difficult for disadvantaged young people; who lack resources and are often discouraged from participating. Thus, an essential goal of civic education is to provide skills, knowledge and encouragement for all students, including those who may otherwise be excluded from civic and political life” (Theroux, 2011, p. 3). To do this, civic education must be a priority in the schools in this century and beyond.

OF CIVIC EDUCATION

For the purpose of complete understanding of civic education and its importance in the century, a brief history is necessary. Political scientists agree that the social studies began during the early 1900s (Neimi & Smith, 2001, p. 281). History had always been a part of the curricula but it was not until a report from the Social Studies Committee of Secondary Education in 1916, did the concept of “Civics Education” become important (Neimi & Smith, 2001, p. 281). The reason, based on the report, is that our public schools needed to “Americanize” the many students that were coming from other countries, as well as incorporate teenagers that could no longer work due to the new child labor laws. The report argued for support in secondary education in courses like civics, government and problems of democracy (Neimi & Smith, 2001). This pattern in curriculum lasted for four decades, with some type of government or civics class occurring during the eighth, ninth or twelve grades. The concern at that time, and even still

today, is how and what should be taught in these high school civics classes? The divergent political views of all parties involved have and will continue to be an area of concern for parents, teachers and administrators. During the 1960s and 1970s, people began realizing that government courses were controversial. Disagreements surrounded which cultural history to be taught, what critical thinking skills and what types of moral outcomes might be legitimately considered part of “training one for citizenship” (Neimi & Smith, 2001, p. 281)? Research from the APSA, the History Forum and the Symposium during the 1970s, 1980s and 1990s all state that the same disagreements about what to teach then in civic courses are occurring now in all civic and government classes in the nation.

Beginning in the 1980s, government and social studies curriculums around the nation’s schools took on a life of their own. The *Nation at Risk* report of the state of public education changed the curriculum forever. Today, as a family of the *Nation at Risk* report, the No Child Left Behind Act (NCLB) and now the Race to the Top agenda, continues the federal government’s need for control over the social studies curriculum, including American government. For example, based on the *Nation at Risk* report in 1983, “The New Social Studies” emphasized political behavior, comparative politics, community action courses, and courses on a variety of substantive themes (Neimi & Smith, 2001). Though the research of Neimi and Smith state that more students are completing an American Government course, in 1987 72% of graduating seniors had completed an American government course, in 1990 77% and by 1994, 78% had completed a course in civics or American government (Neimi & Smith, 2001, p. 282) Obviously the greatest percentage has happened recently due to the national and state standards movement and more importantly, the 9/11 terrorists attack. Civics classes were now, if they were not prior, requirements for graduation in all states. States around the nation developed standards regarding

Civics, which placed a renewed importance on citizenship and what it means to be an American. According to many political scientists and educators, more and more students are taking a government class of some sort (Neimi & Smith, 2001). However, though the civics or American government graduation requirement is implemented, the differences among the curriculum in various states and local school districts allows for continued controversy about what is a “good citizen” and what do they need to know and understand. According to Galston, young students are lacking knowledge of politics and current events and critical thinking skills (2004).

In the 1960’s, it was common for students to take multiple courses in civics covering not only the structure of American government but also the role of citizens and the issues they and the government face (Kahne & Middaugh, *High Quality Civic Education: What Is It and Who Gets It?*, 2008, p. 34). Today, however, students take only one-semester long course on American government. These courses tend to focus on factual knowledge of American government and they give considerably less attention to the role of common citizens (34). The century civics curriculum should include the content knowledge and the role of citizenship in civic education. With the state of the world today, educators and political scientists are advocating for this change.

There is only one organization, experts argue, that was established for the express purpose of preserving and protecting democracy: the country’s educational system (Theroux, 2011, p. 3). Recognizing that literacy and citizenship education were critical to a healthy democracy, George Washington promoted the creation of “institutions for the general diffusion of knowledge” as an “object of primary importance” (Theroux, 2011, p. 3). George Washington’s vision was carried out with the establishment of America’s public schools during

the nineteenth century. During earlier centuries, all education had a civic purpose and every teacher was seen as a civics teacher. Forty of the state constitutions point to the value of civic literacy, and 13 of them cite the promotion of good citizenship and free government as the central purpose of their educational system (Theroux, 2011, p. 4). The majority of the states are violating their own constitutions. If the Founding Fathers of our nation can recognize the importance of civic education, why can't we recognize it today?

For decades, research has shown, civic education curricula and programs had received decreasing amounts of time, money and attention while schools focused on preparing students for employment or for tests of academic progress. The traditional civic purpose of schools effectively had been forgotten (Theroux, 2011, p. 5). At the same time, data showed that other organizations that once engage young people in civic and political affairs, such as unions, political parties and nonprofits, had moved away from youth involvement (5). So schools have been decreasing funds and time towards civic education along with community organizations that once help teach political engagement and we have the current situation: young people are not interested or engaged in the United States political system.

So where do we stand today? In 2011, the *Campaign for the Civic Mission of Schools* continues to provide nonpartisan support for civic learning while working with its many coalition partners to bring about changes in state, local and national policy. *The Campaign's national advocacy track:*

- Brings national attention to the importance of improving civic learning in schools;
- Encourages the federal government to allocate the creation of stronger policies and increase funding to the states for civic education;
- Advocates for more effect school reform based on active student engagement in schools and communities;
- Works to improve the National Assessment of Educational Progress civic assessments by testing a larger sample of students;
- Heightens awareness of the need to close the civic learning achievement gap.

Its state advocacy track:

- Develops communications tools to support state advocacy;
- Makes comprehensive set of civic learning resources and practices available online;
- Provided two years of funding for 18 state coalitions, and provides technical assistance to strengthen their states' civic learning policies;
- Persuades state legislators, education officials, teachers, business and community leaders, parents and students that civic learning is vital to the health of our democracy. (Theroux, 2011, p. 18)

As a current government teacher in an urban school district, I have been a part of the coalition's goals and strive to achieve them in my own classroom. This is where civic education stands today: between the pressure to get a high score on a state report card that does not have an indicator for civics knowledge, the recent economic crisis and my belief that all students must have strong civic knowledge and understand the political system to maintain American democracy and way of life.

EDUCATION RESEARCH

The basic facts are very easy to comprehend. In the early 1970s, roughly one-half of the 18-29- year-olds voted in the presidential election, by the year 2000, only one -third voted. It is the same pattern for congressional elections: by the year 2002, only one -fifth of the young voters voted in the elections. In a UCLA study that involved a quarter of a million college freshman since the 1960s, the indicator of political engagement has fallen by about half, where as only 34 percent of college freshmen think that keeping up with politics is important, down from 60 percent in 1966 (Galston, Civic Education and Political Participation, 2004, p. 263). Only 22.5 percent say they frequently discuss politics and, not surprisingly, acquisition of political knowledge from traditional media sources are way down. As yet, not enough young people are using the Internet as a source of civic information to fill the role newspapers and network TV news once played (Galston, Civic Education and Political Participation, 2004).

Along with the UCLA study, research shows that today's young people are patriotic, tolerant and compassionate and believe in the American dream (Galston, *Civic Education and Political Participation*, 2004, p. 263). However, once these young people enter the paid work force, the evidence suggests volunteering and civic engagement drops off. The reason, these former young people view that feeding a hungry person is an individual contribution and decision. Therefore, the understanding of government institutions and their individual decision are not interchangeable in their mind. Young people see acts of compassion as an act of personal consequence and equate their actions with that understanding rather than the importance of collective institutions, such as our own government, which to them is something they cannot control and is too remote to do the job.

Galston also explains why young people have a civic detachment. The political tilt, in 2004, in this country, is to the elderly. However, the more that young people distance themselves from politics, the worse the political tilt becomes. If we want young people to be engaged in politics and civic life, debates around higher education finance, job training and family policy need to be discussed along with the threat to Social Security and Medicare (Galston, *Civic Education and Political Participation*, 2004). Secondly, young people prosper from a stable and free society. These benefits do not automatically happen; each generation must renew the contract. Each generation of school children should acknowledge and understand with the "Social Contract Theory" and engage with the Constitution. Every single citizen and students that are becoming citizens, or hope to become citizens, have a moral responsibility to contribute their fair share to sustain the public institutions and political processes that we all depend on and from which we all benefit. This is the area where public education is necessary.

Students have to understand that to maintain the republic, participation and knowledge of the workings of the republic are essential to the survival of our nation.

Lastly, to ensure survival of the nation, people must realize that political engagement helps develop the intellectual and moral capacities that are so important, including, human sympathy, a sense of active responsibility for oneself, the skills that are needed to work with others toward goods that can only be obtained or created through collective action, and the powers of sympathetic understanding needed to build bridges of persuasive words to those with whom one must act (Galston, *Civic Education and Political Participation*, 2004). Research states that from the 1930s through the early 1970s, the solidaristic organizations that dominated the U.S. landscape, such as strong unions, political parties and organized military clubs have weakened and the principle of individual choice has emerged as the central value. This is so apparent today with the focus on individual rights such as gun control, abortion, marriage and school choice. What is most shocking in the research is that citizenship itself has also become optional in our political system (Galston, *Civic Education and Political Participation*, 2004). The sense of obligation to vote has faded; the military draft has been completely replaced by an all volunteer force. When something in our political system fails or falters, people used to exercise their voice and took collective action towards loyalty and a common purpose. Individual choice has now outweighed the collective good and the current state of the U.S. political realm has demonstrated this. Civic engagement is more important than ever and the solution lies in a strong civic educational curriculum.

In 1996, the American Political Science Association (APSA) created the “Task Force on Civic Education for the Next Century.” The reason for the task force was to address the “deep concerns about the viability of democracy in America” (Dudley & Gitelson, 2002, p. 175). This

issue stemmed from the perceived fact of “decline in civic engagement, political efficacy, and in the capacity of citizens to organize themselves” (Dudley & Gitelson, 2002). All of these concerns and research led to the establishment of the APSA standing committee on Civic Education and Engagement in 2001. The root of this research goes back to John Dewey and the Progressives. They devoted considerable attention to the link between education and citizenship. To continue this discussion, political scientists created the distinct field known as political socialization. Though political socialization first was given a definition in 1959 by Hyman, “the learning of social patterns corresponding to...social positions as mediated through various agencies of society” (Dudley & Gitelson, 2002), the definition has changed throughout the years with various emphases on the different aspects of political socialization, the definition is still basically intact. Political socialization in the century classroom is the understanding of how people gain knowledge about the political institutions within the American political systems, the behaviors of such and the belief systems of individuals.

In the 1990s, the researchers had a renewed interest in political socialization and how it is obtained. The new twist of understanding political socialization was to understand how the brain develops and cognition. Young people, based on research by Dudley and Gitelson, have shown that they do not possess critical political knowledge. In 1987, sixty-two percent of those surveyed could not name all three branches of government. Over and over again, the research shows that young people are the least knowledgeable when it comes to basic understanding of politics. The question then becomes, what is the importance of political knowledge when it comes to civic engagement? The obvious answer is that knowledge is central to democratic citizenship. Though what knowledge and how to gain the knowledge is still an area of concern in many civic classrooms. Research has shown that it is not just years of education but the

amount of political knowledge possessed that predicts political participation (Dudley & Gitelson, 2002). It is still widely known today that the more knowledgeable one is, the more likely they are to participate in politics. If the citizenry does not understand the significance of democratic norms, then they fail to believe in them. There is, however, a variation in how much knowledge one possesses and the type of political participation. Basic citizenship requires low political knowledge, but understanding the relationship of one's actions and that of the government and the effect of it all on the common good requires a much broader and deeper knowledge base of politics. The bottom line is that the more information the better. The information, however, has to be presented in context and not merely as facts.

The key to a quality civic education is to understand that schools alone cannot solve the problem. Multiple forms of social, racial and economic inequality influence the political and civic inequality that has been identified by Kahne and Middaugh (Kahne & Middaugh, *Democracy for Some: The Civic Opportunity Gap in High School*, 2008, p. 22). The most important factors, discussed by Kahne and Middaugh is the degree to which parents discussed politics and current events and the civic qualities of their neighborhood mattered; however, what happens in a school can compensate in powerful ways to make up for the inequalities of the families and the neighborhoods (See Figure 2). In an ideal civic classroom, evidence of service learning, an open classroom climate, exposure to role models, and discussion of problems in the society and to respond to those problems. This type of a civic classroom allows young people to move up to the above average scale of development of civic commitments (Kahne & Middaugh, *Democracy for Some: The Civic Opportunity Gap in High School*, 2008, p. 22). The research of Kahne and Middaugh indicate that educators can provide meaningful support for the development of commitments to civic and political participation among the low-income students

who attend public schools in Chicago. Educational policies that work to ensure that students in these contexts receive more equitable access to civic learning opportunities may well make a meaningful difference (Kahne & Middaugh, *Democracy for Some: The Civic Opportunity Gap in High School*, 2008, p. 22).

Though family influences life-long effects to political engagement, lessons learned in high schools also have a long-term effect. Schools provide training grounds for civic involvement, offer opportunities for open discussions and create avenues for service work all of which lead to higher levels of youth involvement (Zukin, Keeter, & Andolina, 2006, p. 142). We know that students who attend schools that provide civic training in the classroom or reward service opportunities are more involved than students whose schools do not (See Figure 1). However, even though civic instruction is commonplace in America's high schools, it is the type of instruction that matters. Therefore, classrooms with volunteer or mandatory service learning opportunities and students who report that teachers who encourage open discussions about matters is when scores of civic behavior tend to rise (Zukin, Keeter, & Andolina, 2006, p. 142). Thus, when teachers promote lively classroom participation, they are also encouraging involvement outside of the classroom as well. The key to lively participation is instruction in certain skills. Such skills as speech or oral presentations, structured debate where persuasion was part of the scoring rubric or writing a letter to a congressman, local, state or national, are skills that give students the confidence to participate in school activities and in the community (Zukin, Keeter, & Andolina, 2006, p. 144). The key to achieving life-long participation in politics is allowing students to discuss all range of issues including controversial topics, reflecting on volunteer work or discussing how to solve problems, locally or nationally. With the exception of voting, high school students have the same opportunities to be engaged just as

older generations. High school students are capable of letter writing or emailing congressman, signing petitions, participating in protests, canvassing for political candidates, or volunteering at the local shelter for the homeless. In addition, students have numerous opportunities to join organizations in and out of high school for civic engagement and understanding (Zukin, Keeter, & Andolina, 2006, pp. 147-148). The key is that high school students are given opportunities in school that foster the desire to engage in political activity outside of school. Though in recent years, this activity has been solely civic participation and not necessarily politically active participation. More and more schools are less likely to allow students to get involved politically. The reason is that schools and teachers fear the appearance may of taking a side in the political debate and, consequently, retaliation from parents (Zukin, Keeter, & Andolina, 2006, p. 154). However, young people are being trained in the habits of civic participation, but are not necessarily learning the ropes of political activism; which is taking its toll on American political culture. The purpose of the civics classroom may actual be to transform students into the century citizen rather that just reproduce citizens. Many teachers are uncomfortable allowing students to question government actions or even disagree with government actions, but I would argue that this is what makes democracy work.

Another interesting study around age and civic knowledge and participation is from the American Psychological Society. Hart, Atkins, Markey and Youniss claim that youth bulges in communities, those communities that have a higher proportion of children instead of adults were found to have less civic knowledge than equivalent adolescents in communities without a large portion of children (Hart, Atkins, Markey, & Youniss, 2004, p. 591). A *youth bulge* refers to a cohort of youth between the ages of 16 and 25 that is unusually large relative to the adult population in a society. Historical research has linked youth bulges to numerous revolutions in

Europe and Asia; also to political activism in Western and Middle Eastern countries and to the prevalence of warfare throughout the world (Hart, Atkins, Markey, & Youniss, 2004, p. 591). The associations of youth bulges to activism, revolution, and warfare-the latter two particularly likely in societies experiencing simultaneous economic difficulties- leads national security analysts and the popular press to classify countries with disproportionately large cohorts of youth as at risk for the emergence of political extremism (Hart, Atkins, Markey, & Youniss, 2004, p. 591). The authors tested a hypothesis concerning the relation of a community's age structure to adolescents' acquisition of fundamental civic qualities. For young adults to be willing to participate in political transformation that is characteristic of youth in a youth bulge is a consequence, in part, of community influences on civic development (Hart, Atkins, Markey, & Youniss, 2004, p. 591). The hypothesis is that child saturation, an adolescent living in a community in which a large fraction of the population is composed of children and adolescents will interact more often with peers, and therefore be influenced by them; so in a child-saturation community, the adolescents' acquisition of civic knowledge and civic participation is less due to the low numbers of adults in the community (Hart, Atkins, Markey, & Youniss, 2004, p. 591). Therefore, it is essential that the school help alleviate the influence by making sure that students gain civic knowledge and how to become politically active instead of revolutionary. Civic knowledge is essential to effective citizenship. Citizens knowledge in civics are consistent in political ideology, understand public policy, judge politicians by their leadership rather than their personal character, trust institutions, and accept minority groups (Hart, Atkins, Markey, & Youniss, 2004, p. 591). Whereas citizens with low civic knowledge, characteristic of those in child-saturated communities, have weakly rooted political ideologies, have shallow understanding of public policy, distrust existing societal institutions, and are intolerant of

minority groups (591). Effective civic education can fill the need of child-saturated communities. Classrooms that allow students to learn various political ideologies, practice or simulate public policy and teach the importance of the protection of minority voices give all students the skills to become an effective citizen.

Does civic knowledge guarantee civic engagement? Dudley and Gitelson would argue that what citizens need is not simply more information but information in context. If political knowledge is a necessary precondition to civic engagement, it follows that more and better education is the solution (Dudley & Gitelson, 2002, p. 178). American political thinkers from Jefferson to Dewey have assumed that education is the solution and empirical evidence shows that the years of education are highly correlated with political knowledge and engagement (Dudley & Gitelson, 2002, p. 178). Contrary to some research, Neimi and Junn concluded that “the civics curriculum has an impact of a size and resilience that makes it a significant part of political learning” (Dudley & Gitelson, 2002, p. 179). One example of effective civic education is seen in the service learning model. The argument here is that by linking academic classroom knowledge with community service programs, students then become more active participants in their civic community. In a study survey of over 1,500 college students, Eyler and Giles (1999) found that , “community service is well integrated with an academic course of study contributes to learning and application of knowledge [and] critical thinking ability all of which are relevant to citizenship participation as well as scholarship” (Dudley & Gitelson, 2002, p. 179). Though some researchers would argue that community service learning might engender some beliefs about what “good” citizenship constitutes, nevertheless, this model represents a serious and potentially successful effort to engage adolescents in civic education and community and civic engagement (Dudley & Gitelson, 2002, p. 179). The important idea is that community service

learning needs to be a component of civic education. It is not the magic potion for helping young adults to become engaged and educated in politics, but it is an important factor with research to prove it.

Does civic knowledge even matter? Recent research documents important links between basic civic information and civic attributes that we have good reason to care about. In summary,

1. Civic knowledge promotes support for democratic values. The more knowledge we have of the working of government, the more likely we are to support the core values of democratic self-government, starting with tolerance.
2. Civic knowledge promotes political participation. All other things being equal, the more knowledge people have, the more likely they are to participate in civic and political affairs.
3. Civic knowledge helps citizens understand their interests as individuals and as members of groups. There is a rational relationship between one's interests and particular legislation. The more knowledge we have, the more readily and accurately we connect with and defend our interests in the political process.
4. Civic knowledge helps citizens learn more about civic affairs. It is difficult to acquire more knowledge unless we have a certain basis of knowledge. The new knowledge we do gain can be effectively used only if we are able to integrate it into an existing framework.
5. The more knowledge we have of civic affairs, the less we have a sort of generalized mistrust and fear of public life. Ignorance is the father of fear, and knowledge is the mother of trust.
6. Civic knowledge improves the consistency of citizens' views as expressed on public opinion surveys. The more knowledge people have, the more consistent their views across issues and over time.
7. Civic knowledge can alter our opinion on specific civic issues. For example, the more civic knowledge people have, the less likely they are to fear new immigrants and their impact on our country. (Galston, *Civic Education and Political Participation*, 2004, pp. 264-265)

Realizing that civic education does matter, what are the best practices or methods?

Carnegie/CIRCLE report states, "While there is no magic bullet, there are a number of effective approaches to civic education. All civic outcomes should be focused on students' propensity to vote, work on local problems, join voluntary associations, and follow the news; explicit advocacy of civic and political engagement, without adopting a particular position or partisan stance; active learning opportunities that engage students in discussion of relevant issues and encourage them to

take part in activities that help put a “real life” perspective on classroom learning; and an emphasis on the ideas and principles that are essential to constitutional democracy” (Galston, Civic Education and Political Participation, 2004, p. 265). The Carnegie/CIRCLE report also stressed the importance of school environment and culture to the acquisition of civic skills and attitudes. The most effective civic education occurs in schools that: consciously promote civic engagement by all students, with special attention to those who might otherwise remain disengaged; give students opportunities to contribute opinions about school governance- through student governments and other forums such as all-school assemblies and small working groups- and to understand how school systems are run; collaborate with the community and local institutions to provide civic learning opportunities; provide teachers with access to professional development in civic education and; infuse a civic mission throughout the curriculum, offer an array of extracurricular activities, and provide a school climate that helps students put what they learn about civic education and democracy into practice (Galston, Civic Education and Political Participation, 2004, p. 265). These characteristics should be a cornerstone of all secondary schools mission statements or goals.

It is a given that people hold different points of view on important issues. In a nation as diverse as the United States, those differences can be profound. Thus even more reason for public schools to provide citizens with the ability to debate and resolve differences so we can move the country toward a more perfect union. Historically, American public schools offer responsibilities and opportunities for all. However, the schools have uneven results due to the social and economic disparity among so many students (Hartoonian & Van Scotter, 2012, p. 202). Due to these disparities, America suffers from an intellectual fissure that separates the “privileged few” from the “disadvantaged” (Hartoonian & Van Scotter, 2012, p. 202). Despite all of this,

comprehensive, universal education has been and should be a driving force in developing a middle class that manifests a common responsibility for maintaining national security, a productive economy, building a good society, and sustaining democracy. *Education holds the key to mending national fault lines*, but too often it is sidetracked from its essential purpose—citizenship (Hartoonian & Van Scotter, 2012, p. 202). Citizenship is essential to a strong civic education curriculum, however today's schools, despite the noble civic goals traced from Thomas Jefferson, Horace Mann, and John Dewey to a host of modern scholars, the nation's schools now primarily attempt to serve the economy by producing young people with workplace skills (Hartoonian & Van Scotter, 2012, p. 203). This is called economic utility with its faith in the market system and its aim to prepare students for the workplace. This theory of education assumes that if a student pays attention in school, learns pertinent information and skills, and behaves correctly, he or she will be rewarded with a high-paying job. So once a person gets a job, than what? Economic utility teaches students to be consumers and to accumulate wealth. Schools should actually despise this idea because education is supposed to free the mind from the bondage of materialism (Hartoonian & Van Scotter, 2012, p. 203). Schools cannot be factories and the recent reforms have been consumed with the makings of workers and not citizens.

Educational systems today are separating the American public in ways never observed before. The rise of home schooling, charter schools, online learning, and other choices that appeal to a consumer mentality weaken the essential reason for the common school. This type of education teaches students and parents that schools are here to serve personal interests and arm individuals with skills and information (Hartoonian & Van Scotter, 2012, p. 203). Also, this privatizes the minds of people and diminishes the function of schools to sustain our democratic republic. It can be said that *schools exist not to serve a public but to create a public; without a*

conception of the public good, public schools make no sense (Hartoonian & Van Scotter, 2012, p. 203). With that being said, civic education is even more important in the 21st century. The fundamental purpose of education in America, particularly public schools, is to nurture, maintain, and sustain our democratic republic (Hartoonian & Van Scotter, 2012, p. 203). *How to do this? To help students understand that American ideals are essentially an idea sustained through rigorous and intelligent debate.* American public education is the great experiment that is open to unfilled human possibilities and democratic potential. This type of curriculum is different from American pride that teaches America is superior to all other countries; rather it is a unique and youthful nation whose life is sustained by continuous debates (Hartoonian & Van Scotter, 2012, p. 203). Political scientist Susan Herbst explains it as:

We need to teach young people how to argue with vigor, intelligence, and panache. We need to create a culture of argument, and we need to do this on a mass scale throughout our public and private schools. If we cannot teach our children how to reason and articulate their ideas, they will find themselves in the same dysfunction bind their parents live in (Hartoonian & Van Scotter, 2012, p. 203).

So what arguments can a civic education class focus on? First and foremost, the creation of the United States is an argument in itself. In its early history, the argument was over whether or not such a republic could be developed and sustained on a grand scale..... from the beginning, this country has been the stage for a dispute over the merits of democracy and whether or not it is possible to have a nation that is truly governed “by the people, for the people, and of the people” (Hartoonian & Van Scotter, 2012, p. 203). This discussion needs to be a daily conversation in American government classes. From the American Revolution to today’s current events, discourse among its citizens focuses on four sets of value tensions:

- Law vs. Ethics
- Private Wealth vs. Common Wealth
- Freedom vs. Equality

- Unity vs. Diversity
(Hartoonian & Van Scotter, 2012, p. 203).

Though each value set is inherently in conflict, they also possess a vital synergy. For example, private wealth is never fully realized, nor secure, without a robust common wealth. Likewise, our freedom is impoverished if not accompanied by a sense of equality that provides a moral infrastructure in which to encase that freedom. Similarly our laws are never good unless guided by a higher conscience. The quest for cultural unity is inconsistent with democracy if it does not also recognize the rich diversity of our increasingly pluralistic society (Hartoonian & Van Scotter, 2012, p. 203). However, all public issues entail conflict and compromise that can be resolved through the lens of these value tensions. A democracy is defined by how well the people balance the conflicting values. This is the job of the civics teacher. To allow students to work through the value conflicts, debate, question and bring about new understandings so that our democracy can grow and become a more perfect union. Teaching debate in civics class is a powerful tool and as stated before, an essential skill for maintaining a healthy democracy. Students need to be taught *productive debate which values understanding, compromise, and transformation. It is not about winning and losing, but collaborative policymaking.* (Hartoonian & Van Scotter, 2012, p. 204).

The democratic mind is capable of holding two conflicting values in mind simultaneously while noting the merits of both. This is seeing the world from a “both-and” rather than “either-or” perspective. This is an important distinction to make with students. In a healthy democracy, citizens and their representatives attempt to bring these value pairs into balance, as they address problems. Without that civil debate and without it being taught in government/civics classes, democracy is threatened and may even cease to exist when these arguments become stalemates (Hartoonian & Van Scotter, 2012, p. 204). One only has to look at our current situation with gridlock over issues, such as healthcare reform, budget policy and the federal debt ceiling to

understand the need for an intellectual debate for the betterment of our society. These skills not only have to be taught in the civic classroom, but also practiced so that students have a deep understanding of what it takes to strive for a more perfect union.

In studies conducted in 1998, service learning was the key concept that was researched. These programs were either voluntary or required service experiences in the community coupled with class discussions and curricula surrounding solutions to social and economic problems (Pasek, Feldman, Romer, & Jamieson, 2008, p. 27). However, most of these high school programs were only being evaluated for concurrent or short-term effects and had focused on the outcomes that were outside the formal realm of politics. Melchior, in 1998, however, found that nearly all of the short-term effects disappeared after one to two years of program participation (Pasek, Feldman, Romer, & Jamieson, 2008, p. 27).

Few studies have examined the long-term effects of civics curricula specifically designed to encourage political engagement. The Center for Civic Education (2005) compared mailed survey responses from self-identified alumni of the “We the People” curriculum with data from the *National Election Studies* (Pasek, Feldman, Romer, & Jamieson, 2008, p. 27). The study found that program alumni performed better than the general public on a variety of political engagement indicators, the absence of a similarly identified control group makes it difficult to draw firm conclusions about causality (27). *We the People* curriculum has allowed many students to deeply understand the foundation of our government and this allows better understanding of today’s issues.

The key to civic research is to measure political efficacy or “the feeling that one is capable of influencing the decision-making process” (Pasek, Feldman, Romer, & Jamieson, 2008, p. 27). Political efficacy has long been considered a fundamental political attitude. Research continues to

demonstrate that confidence in one's ability to influence the political process is consistently associated with actual political participation. This relationship makes logical sense. The more people believe their efforts to influence the government will be rewarded with success; the more likely they will be to engage in such efforts. However, research has uncovered that an internal and an external political efficacy exists (Pasek, Feldman, Romer, & Jamieson, 2008, p. 27). Internal efficacy is necessary for young people to feel motivated to participate in politics, and motivation—"the sine qua non of participation"—is disappointingly lacking among today's youth (27). Even though internal efficacy has been identified as an important goal of civic education efforts, feelings of efficacy are developed early in life and, for political novices, become an important predictor of likely future engagement. Based on the research, the question then becomes how to teach political efficacy in a way that internalizes the feelings that young people can make a difference in the political realm and also that the government will listen and respond to them.

Kahne, Chi, and Middaugh conducted a study that was prompted by a growing recognition that educators and policymakers should do more to support the development of students' civic commitments and capacities. They evaluated the Constitutional Rights Foundation's CityWorks U.S. government curriculum to assess its potential as a means of fostering civic commitments by supporting the development of three forms of social capital: norms of civic participation, social trust and knowledge of social networks (Kahne, Chi, & Middaugh, *Building Social Capital for Civic and Political Engagement: The Potential of High School Government Courses*, 2005). The research findings found that the CityWorks curriculum- a curriculum with the potential for large-scale implementation-was found to have a positive impact on students' civic commitments (See Table 3.1,3.2,3.3). The CityWorks curriculum emphasizes the study of local government and

civic participation in the context of US government courses. First, the curriculum expanded on traditional government curricula in that it aimed to promote capacities and commitments for active citizenship by highlighting issues about which students care, by helping students gain an understanding of how change can occur and more generally, by demonstrating the importance of civic and political engagement (Kahne, Chi, & Middaugh, *Building Social Capital for Civic and Political Engagement: The Potential of High School Government Courses*, 2005, p. 7). Secondly, the curriculum allowed a variety of strategies from the use of simulations, role models and service-learning projects. Lastly, the structure of this curriculum is well suited to inform policy and support reform of practice. Most importantly, CityWorks can be incorporated, in whole or in part, into existing US government courses (Kahne, Chi, & Middaugh, *Building Social Capital for Civic and Political Engagement: The Potential of High School Government Courses*, 2005, p. 8). The results of the study between the students that were taught through the CityWorks curriculum and the control classroom made clear that this particular curriculum has potential to promote norms reflecting commitment to engage in civic and political work (28). (Figure 4). CityWorks allows students to practice local governmental issues through a simulation that allows for great discussion in a safe educational environment.

Thomas Dee has hypothesized that the effects of educational attainment on adult civic engagement and attitudes provide some of the most important justifications for government intervention in the market for education (Dee, 2003, p. 1). His results suggest that educational attainment has large and statistically significant effects on subsequent voter participation and support for free speech. His findings also include the understanding that additional schooling increases the quality of civic knowledge (1). Dee's research demonstrates that education could promote civic participation through at least two broad channels. First, schooling may reduce the

effective costs of certain forms of civic participation. In particular, this is thought to occur because increased cognitive ability makes it easier to process complex political information, to make decisions and to circumvent the various bureaucratic and technological impediments to civic participation (Dee, 2003, p. 3). Second, education may increase the perceived benefits of civic engagement by promoting “democratic enlightenment” or, stated differently, by shaping individual preferences for civic activity (Dee, 2003, p. 3). Also, education plays an important public role by directly inculcating students with other fundamental democratic and pluralistic values (e.g., support for free speech, for the separation of church and state, etc.) (3). The more civically engaged citizens are, the more the economy benefits. However, the research presents the dilemmas of how should the government intervene in the market for education (e.g. price subsidies, regulation of the private sector, public production. (Dee, 2003, p. 25). Dee concludes that the results of his research show that the relevance of schooling is critical to the functions of a democratic society and imply that initiatives to promote education attainment merit the continued and careful scrutiny of researchers and policymakers (25). Researchers and policymakers need to look closely at what civic education is and how is it being taught.

This longitudinal analysis study examines whether early investments in the social capital of young people produce greater political involvement and civic virtue in young adulthood. Smith looks at parental involvement in a young person’s life, youth religious involvement, and voluntary association participation (Smith, 1999, p. 553). This research used structural equations to trace the effects of the presence of social capital as early as the grade year in shaping young adult political and civic behavior (553). The analysis of the data showed that early extensive connections to others close familial relationships, religious participation, and participation in extracurricular activities in one’s youth are significant predictors of greater political and civic

involvement in young adulthood (Smith, 1999, p. 553). Schools can affect the connection to others and the extracurricular activities along with a strong curriculum and thus impact political and civic involvement later in life. Social capital is defined as the “features of social organization such as networks, norms and social trust that facilitate coordination and cooperation for mutual benefit” (Smith, 1999, p. 553). Among young people, the trends of low political engagement are increasing. The level of social trust among people has declined steadily over the past few decades (554). To build the level of trust, schools must take an important role. This research took a “developmental” approach which directly addresses the question of how civil society may be engendered in any era and how individuals come to differ in their civic engagement in any year (Smith, 1999, p. 574). Therefore, schools must work towards growing the social capital of their students, along with the parents, this is how the foundation of political engagement is created and then put into practice.

William Galston states, “That after decades of neglect, civic education is back on the agenda of political science in the United States” (Galston, Political Knowledge, Political Engagement, and Civic Education, 2001, p. 217). So why after 50 years of more people becoming educated in the United States is the political knowledge of the citizenry not increasing? Today’s college graduates know no more about politics than did high school graduates in 1950 (Galston, Political Knowledge, Political Engagement, and Civic Education, 2001, p. 217). The recent research suggest that traditional classroom-based civic education can significantly raise political knowledge and service-learning- a combination of community-based civic experience and systematic classroom reflection on that experience-is a promising innovation (Galston, Political Knowledge, Political Engagement, and Civic Education, 2001). Scholars agree that well-designed political institutions are not enough, that a well-ordered polity requires citizens with the

appropriate knowledge, skills, and traits of character and it is reasonably clear that good citizens are made, not born. The questions are how, by whom, to what end? Galston cites that recent research reflects that individual civic programs such as, “We the People...The Citizen and the Constitution,” a nationwide program of civic education administered by the Center for Civic Education, is especially effective in improving the civic knowledge of elementary, middle, and high school students relative to students in comparison groups (Galston, Political Knowledge, Political Engagement, and Civic Education, 2001, pp. 226-227). This program is widely used in the state of Colorado through the Center of Law and Democracy. Galston also cites research that is broader in base. In a study of political socialization of young people in four communities, researchers Conover and Searing (2000) explore the role of high schools in fostering civic understanding and practice (227). They focus on four elements of the school experience: the sense of the school as a community; the students’ level of civic engagement in school and extracurricular activities; the level of political discussion in school; and the formal academic curriculum (Galston, Political Knowledge, Political Engagement, and Civic Education, 2001, p. 227). Their findings were that all four elements significantly affect young people’s civic consciousness and practice, albeit in different ways (227). The key is that all academics understand that they have a role in the educating of citizens and that specifically the civic classroom allow for the political discussion to occur and specific curriculums be taught. Galston believes that further research into political socialization is needed and researchers cannot afford to overlook the impact of formal civic education and related school-based experiences on the formation of political knowledge and engagement.

In 2001, surveys showed Americans under the age of 25 were less likely to vote than their parents, or young people of prior generations. Though interestingly, young people today are more

likely to volunteer and join community activities, however, the connection to civic engagement was seen as tenuous (Theroux, 2011). The ambitious goal of the Carnegie Corporation was to unite a diverse field and find solutions that would lead to an inclusive, equitable and practical approach to educating the nation's young citizens, despite the known challenges of civic participation (2).

Data collected by Carnegie Corporation in the early stages of the research project confirmed that schools were the only institutions able to reach virtually every young person in the country; and that social responsibility and interest in politics could develop as early as age nine (4). Researchers then concluded the way students learn about social issues, ethics and institutions *from elementary school on* has a great impact on their civic development. Consistent with their findings, they see schools as best equipped to teach the cognitive aspects of good citizenship along with the skills such as critical thinking and deliberation, and it is in diverse school communities that young people learn to interact, argue and work together with others-ideally under the guidance of positive adult role models (4). Civic research states the need for teachers to teach based on the research. The next section looks at the best practices with a civic classroom.

PRACTICES

The key to measuring students' understanding of civics knowledge is to make sure that authentic assessments are being used in classrooms and not high-stakes testing. Gayle Thieman states that, "unlike traditional tests of factual recall, authentic assessments are designed to examine students' performance on real-world tasks. These authentic assessments require active learning and involvement on the part of students who construct their own understanding and apply what they have learned" (Thieman, 2011, p. 129). This could mean students using digital tools to interpret and evaluate complex information while considering multiple perspectives and

alternative solutions. Students should use ideas and methods of inquiry that are central to the discipline, e.g., doing the work of policy makers, historians, geographers, and economists (Thieman, 2011, p. 129). These learning tasks are open-ended and allow for collaboration and divergent thinking so that students may use multiple strategies to arrive at varied conclusions. Authentic assessments may require students to share their learning in global or cross-cultural contexts. This allows students to submit work, revise work and reflect and set goals for their own learning (Thieman, 2011, p. 129). In the civics class, successful models for authentic assessments already exist. Project Citizen is sponsored by the Center for Civic Education, based in Denver, Colorado, which helps middle and high school student learn how to influence public policy by working cooperatively to identify a local or state issue. Students conduct research, evaluate alternative solutions to develop their own public policy solution, and create a political action plan to enlist support. The students then develop a portfolio, through technology or poster display format, and present their project in a public hearing showcase to a community panel. In Colorado, this hearing is presented at the capitol in front of congressman and students compete against other students from around the state. This is a very successful assessment and can be meaningful to all levels of students (Figures 5.1, 5.2, 5.3, and 5.4 are examples of Project Citizen). These students are college bound students and authentic assessment will help them be successful in college courses. Students were also asked, beyond the project, to write a reflection essay to express their own understanding of their learning about public policy, research and government in action.

Another model of authentic assessments is the Washington State Classroom-Based Assessments (CBA's). Educator's in Washington developed classroom based assessments and scoring rubrics, which require K-12 students to apply understanding of content and skills in

civics, geography, economics, and history (Thieman, 2011, p. 129). Students are asked to use critical thinking skills as they investigate an issue or event, and develop a position, providing evidence for their conclusions. CBA's are embedded in instructional units taught as part of the social studies curriculum; while teachers report the number of students who complete the assessments, they are not required to report students' scores (Thieman, 2011, p. 129). These skills and real world problems give students the necessary information to navigate the complex society and their role in the society.

The last time that the American Political Science Association weighed in on what should be taught in the government classes was 1971. They recommended that political science education in elementary and secondary schools emphasize, (a) "knowledge about the 'realities' of political life..." (b) knowledge about political behavior and processes..."; (c) "skill in the process of social science inquiry"; (d) "knowledge about...the international system"; and (e) "skills needed to participate effectively and democratically in the life of the society" (Neimi & Smith, 2001, p. 283). Though these recommendations follow best practices for acquiring skills to becoming engaged in our political system, the NAEP questions did not ask students what their courses emphasized and these recommendations are not part of high-stakes testing.

One of the newest tools in use to improve civic knowledge and engagement in the secondary classroom is the use of the internet through Blogs and online discussion boards. Though Andrew Hostetler was introduced to the internet as a high school student, he realizes that he did not understand the possibilities offered by chat rooms, instant messaging, and other Internet-based communication tools to increase sociopolitical connectedness (Hostetler, 2012, p. 100). The potential for online discussion lies in its ability to extend the classroom, overcome systemic limitations, and engage students in meaningful democratic discussions that encourage

the development of the skills and dispositions necessary for citizenship in the 21st century (Hostetler, 2012, p. 100). This debating skill has been necessary for some time, as mentioned before in this paper, however the social networking now available can increase the interest of students and increase civic engagement. The hope is that integrating a blog space for online discussion between my students would encourage them to interact with each other in ways that promote “democratic talk” (Hostetler, 2012, p. 100). “Democratic talk” is defined as interactions between students who are engaging in discourse on relevant sociopolitical issues for the purposes of developing knowledge and understanding of these topics. This type of discussion is a primary skill for strong citizens and the further of our democratic society. The skills that students learn is to work towards communicating their perspectives, learning to appreciate other perspectives, gathering reliable sources for support, and respectfully disagree while discussing issues that could make or remake society (Hostetler, 2012, p. 100). Again, this skill is essential to the survival of our democratic government and political scientist and educators would agree that this skill is imperative. The teachers’ role is to guide students toward this kind of democratic talk and therefore, the teacher needs to structure discussion to promote constructive exchanges and ensure that student’s work toward solutions, or ways to address an issue, as a community (Hostetler, 2012, p. 100). It is so important that strict guidelines be set up and followed. Teachers do not want the discussion to degenerate into interactions if students use words on the blog to personally attack a classmate, disrespect other’s ideas or solutions by calling them “stupid” or “idiotic,” or fail to engage in conversations that share different student perspectives and promote understanding of the issues (Hostetler, 2012, p. 100). Teachers monitor and create positive learning environments on a daily basis; the blog is an extension of the classroom and should be seen as such by students, parents, and administrators (See Table 1 and 2). All students now

communicate electronically, so setting up a blog offers more opportunities to encourage “democratic talk” through a tool that they are used to. Students use the blog to post editorials on topics of importance or current events and these blogs can then be integrated into a discussion board on which students exchange opinions. Strong teacher guidance and teacher facilitation can put at ease those students who do not want to post voluntarily or just to get the grade. Also, the chosen topics for the blog are vitally important. Controversial issues and moral questions may be more engaging and promote inquiry (Hostetler, 2012, p. 100). Again, this may seem scary for teachers and administrators, but having a safe, positive learning environment is the best place to have these discussions. This is strictly based on the teachers’ ability to facilitate the discussions. Thirdly, teachers have the ability to archive posts so students can review, reflect and debrief to conclude discussions. This is an important step that is vital to encouraging civic engagement and understanding. Lastly, teachers should work on building a sense of community. Teachers that allow for levity and reducing formality for posts will find that students find it more enjoyable, but not less meaningful (Hostetler, 2012, p. 101). Table 1 and 2 is an example of Hostetler’s list of topics and his scoring rubric. The hardest aspect of online discussion in the secondary classroom is a teacher’s willingness to let go of some control and structure. If the discussion is too restrictive, students will resist the democratic purposes. The teacher’s role is to facilitate the discussion by framing issues and problems to push student thinking to being more critical and discussion to being more democratic (Hostetler, 2012, p. 102). How do teachers recognize democratic talk? Allowing students to deliberate on sociopolitical, and potentially controversial, issues, discussing moral questions, and encouraging community through levity solicited more substantive discussion among students and led to higher number of posts (Hostetler, 2012, p. 103). A chart for teachers is located in Figure 3. Topics of Mr. Hostetler’s blog regularly

included threads of discussion that addressed perspectives on issues of race, poverty in society, immigration, and women's roles in society. These types of broad topics allowed for rich, democratic talk that demonstrated critical thinking skills. Andrew Hostetler learned that his role as the teacher was to periodically summarize, reframe, or use questions to guide the direction of the discussion. However, this allowed the students to develop their own understanding of the issues discussed (Hostetler, 2012, p. 104). His profound moment as a social studies teacher was that encouraging students to focus on democratic talk rather than the class text was more productive and engaging. His students exhibited a greater sense of understanding of the issues, of society, and of their community through increased and more meaningful democratic talk online and in the classroom (Hostetler, 2012, p. 104). Hostetler reminds civic classrooms must be committed to discussing the issues and even through these discussions, connections can be made with the content and the text, yet still offering students opportunities to develop their analytical skills and explore ideas. Students work to articulate their perspectives, sought to understand the perspectives of others and developed a respect for cultural pluralism that is essential for developing a deeper democracy (Hostetler, 2012, p. 104). This is a technique to teach an essential skill for civic education. Civic classrooms must create students that can discuss and critically think on a variety of issues, while understanding other's perspectives and the understanding of the good of the whole. The agreement among scholars and teachers is strong lesson planning that incorporates students' voices and relevant content engages students in the civics content. Specifically when teaching state and local politics, the best way to teach the content is to get the students involved in their own community and their local governments. According to educational and political philosopher, John Dewey (1859-1952), "There is no better site for political or democratic action than the school itself and the students' own community"

(Filipovitch & Ozturk, 2012, p. 85). Filipovitch and Ozturk compile a list of internet sources to supplement the requirement for the state and local government national standards. Unfortunately, most textbooks denote maybe one chapter on the subject and as mentioned in this paper, service learning and getting involved in local issues gives students the authentic examples of the democratic processes and institutions that shape their daily life. Scholars agree that this type of teaching embeds civic understanding at a deeper level and the results can be seen later in adult life. Figure 6 depicts a Federal Budget Simulation that teaches a concept at a deeper level, is authentic, relevant and help with understanding of the federal budget in the future.

Beyond just the citizenship requirement for understanding civics, most scholars and educators believe that civics should include the concept of global citizenship along with transforming students into global citizens with strong critical thinking skills. Transforming again lends itself to controversy, however, if taught with simulations and role-playing transformation can occur. Teaching students about global citizenship is a challenge for even the best teachers. Kirkwood-Tucker states, “Two-thirds of the world’s poor are steeped in abject poverty and its grim consequences...Many governments deny their citizens basic human and political rights. At times, the human condition appears to have reached the depths of despair” (Kirkwood-Tucker, 2012, p. 244). In many civic classrooms, teaching more content is a daunting endeavor. Kirkwood-Tucker believes that teachers bear a moral responsibility to provide future generations with the knowledge, attitudes, and skills that are essential for competent citizenship in a global age (p. 244). So how can this be done? Kirkwood-Tucker describes two pedagogical methods, “infusing” and “postholing”. The infusion pedagogy involves the integration of global conditions into the traditional curriculum at the appropriate teachable moment. (p. 244). The government teacher can compare and contrast the social and political rights of citizens in the United States

with those of other countries, investigating issues ranging from personal freedom to poverty, lack of education, and healthcare (Kirkwood-Tucker, 2012, p. 245). All civics teachers, including myself, teach the Bill of Rights and the struggles that occurred obtaining these rights. Adding a global perspective not only embraces global citizenship, but it also works on the essential skills of research, comparing, contrasting and critical-thinking.

Whereas the “infusion” pedagogy present global awareness of human rights and their violations in the world today on a relatively superficial level, the “postholing” technique facilitates an in-depth examination of the subject by integrating a new unit of instruction composed of four or five lessons into the existing curriculum framework. An example is as follows:

Teaching human rights violations and initiatives to eliminate them is to incorporate an application of the Universal Declaration of Human Rights (UDHR) and /or the Covenant of the Rights of the Child (CRC) in the instructional process. Using the “postholing” framework, teachers download case studies of abuses of children’s rights and the rights of adults, and then divide the class into teams to identify violations of rights established by the UDHR and the CRC. Case studies should cover all geographic areas of the work, including the United States (Kirkwood-Tucker, 2012, p. 245). The teacher than asks engaging questions,

- Comparing the violation of adult human rights with the violation of children’s human rights, what do we find?
- What conclusions can we draw from the violations of human rights in these two documents?
- What generalizations can we make about human rights abuses in the world today?
- What can we do as a class or an entire school to reduce or eliminate some of the world’s harrowing conditions? (p. 245)

Then, student teams are required to develop a realistic plan of action regarding how a specific condition in any part of the world, including in their own communities, can be improved or

rectified. This teaching method is incredibly empowering in civic classes that have students from all over the world. In my sheltered civics class, this type of teaching allows students from Africa, Asia, Mexico and the former Soviet bloc a chance to express their own knowledge about citizenship and how that knowledge will enhance their understanding of citizenship in the United States.

The pedagogies of “infusion” and “postholing” offer the experienced teacher a meaningful diversion from the traditional curriculum approaches at certain topical intersections. In my own experience, these strategies provide my students with opportunities to learn about prevailing issues in selected nations of the world and work on the essential skill of problem solving and civic discussions.

A consensus statement from leaders in the field identified six promising practices research has found to be related to higher levels of students’ civic or political commitment, knowledge, skills and activities. These include information about the local, state and national government; opportunities to debate and discuss current events and other issues that matter to students; service-learning opportunities; experiences with extra-curricular activities; opportunities for youth decision making; and engaging in simulations of civic processes (Kahne & Middaugh, *High Quality Civic Education: What Is It and Who Gets It?*, 2008, p. 36). Other researchers have identified additional practices that contribute to civic success, open classroom environments and controversial issue discussions. So does the research show that these practices and these experiences in the classroom lead to greater civic commitments or are students successful because they are already interested in civic and political engagement? Studies that used pre/post designs and control groups have begun to address this concern according to Kahne and Middaugh. This research has focused on particular curricular initiatives such as service learning, examining

upcoming elections, and experience-based curriculum for high school government courses (Kahne & Middaugh, *High Quality Civic Education: What Is It and Who Gets It?*, 2008, p. 36). Also, Kahne and Middaugh completed a large-scale longitudinal study that, unlike prior large-scale studies, examined multiple civic learning opportunities associated with best practices and controlled for students' prior civic commitments. They found that meeting civic role models, learning about problems in society, learning about ways to improve one's community, having service-learning experiences, being required to keep up with politics and government, being engaged in open classroom discussions, and studying topics about which the student cares, all promoted commitments to civic participation among high school students and most importantly, the magnitude of this impact was substantial (Kahne & Middaugh, *High Quality Civic Education: What Is It and Who Gets It?*, 2008, p. 36). The result of the study conducted by Kahne and Middaugh is that if school could increase their provision of these opportunities, then they could more than offset differences in opportunities in students' home environments (Kahne & Middaugh, *High Quality Civic Education: What Is It and Who Gets It?*, 2008, p. 37). This is significant when a democratic society needs educated citizens to successfully run this type of society and government.

This research also found out through surveying high school students in the state of California that access to these types of civic opportunities is uneven. Some opportunities are more common than others, and some students are more likely than others to be afforded them. The data shows that above 30% said that they have not been asked how a school should be run or even what they think, or that they have not had the opportunity to participate in simulations or role-playing and still, they reported never being part of a service-learning project while in high school (Kahne & Middaugh, *High Quality Civic Education: What Is It and Who Gets It?*, 2008, p.

37). Though all students do not need all of these civic experiences, however, the number of students not getting these opportunities at all is appalling. Complete civic curriculum needs to be included in civics' classes around the nation, not just textbook content. Content is important, but only when the content is contextualized through discussion, exploration and problem-solving techniques.

Furthermore, the research acknowledges that students will have different opportunities with respect to promoting civic development depending on the teachers they happen to have for particular subjects. However, it should not be the case that these opportunities are distributed on the basis of characteristics such as race or class, or academic standing (Kahne & Middaugh, *High Quality Civic Education: What Is It and Who Gets It?*, 2008, p. 37). Kahne and Middaugh research has evidence that these kinds of systemic inequalities exist. In the California schools, the differences revealed that access to civic opportunities were related to race and ethnicity (Kahne & Middaugh, *High Quality Civic Education: What Is It and Who Gets It?*, 2008, p. 37). African Americans were less likely than others to report having civically-orientated government courses, less likely to report having discussions of current events that were personally relevant, less likely to report having a voice in school or classroom, and were less likely to report opportunities for role plays or simulations (Kahne & Middaugh, *High Quality Civic Education: What Is It and Who Gets It?*, 2008, p. 37) Asians and Latinos reported similar answers, whereas were more likely than others to report having civically-oriented government courses and were more likely to report having voice in the classroom. This is disturbing and one of the most important findings of civic education in the century. All students must have the opportunities to practice the reality of the American democratic system and community involvement. Without this education, civic understanding and participation will continue to decline. These differences in high school of

access to civic opportunities reveal themselves in the significant differences among adults in society. However, when explaining these differences of political engagement and influence within our political system, researchers tend to focus on an individual's income, level of education, and race; they do not consider the role that *schools* may play in exacerbating the inequality by providing fewer civic learning opportunities to the same group of students (Kahne & Middaugh, *High Quality Civic Education: What Is It and Who Gets It?*, 2008, p. 37). Though Kahne and Middaugh do not yet know how the school effects versus the relation of the other factors are related, it does appear that schools may well increase rather than decrease inequalities related to civic and political participation.

Service-Learning has been mentioned numerous times in research and in "Best Practices" to create a long-term effect for political engagement. Again, service-learning can transform students into critical thinking citizens rather than reproducing the status quo. What specifically does service-learning teach? Morgan and Streb studied the impact of service-learning programs on students' self-concept, political engagement, and attitudes toward out-groups (Morgan & Streb, 2001, p. 154). The data came from a pre and post survey given to more than 200 high school students in ten different schools. They used a Huber regression to assess the impact of student voice in the service-learning project on six dependent variables (154). The results and data show that if students are involved in service-learning projects in which they have a high degree of voice and ownership, their self-concept and political engagement will improve and they become more tolerant toward out-groups. Students must have a voice or a choice in service-learning programs to build long-lasting citizenship skills. Implementation of this practice is vitally important. Students must be given a variety of choices for service-learning opportunities; a place

to discuss and problem solve about the project and also reflect in their learning after the project is complete.

Another example of a “best practice” in the civics classroom is the curriculum, *The DBQ Project*. The DBQ Project was started in the year 2000 by Phil Roden and Chip Brady. Its purpose was to help teachers help students read with understanding, think straight, and write clearly (Roden & Brady, 2012). Document-Based Questioning exercise is part of the AP History exams and Roden and Brady strongly believe that it is a benefit to all students to use this method for critical thinking, reading and writing. Teachers believe that all students can develop high-level critical thinking skills, a must in a civics classroom, if the students have consistent instruction and a chance to practice. Each DBQ has an engaging question and uses primary and secondary sources to give students opportunities to investigate history and civics from a variety of perspectives (Roden & Brady, 2012). Within the instructional and implementation of the curriculum, students discuss and debate to clarify their own ideas and write evidence-based arguments. This type of learning not only deepens student understanding of civics, it also builds reading, thinking and writing skills that are essential for success after high school and I also believe helps students become educated citizens that can make educated choices when it comes to politics (See Appendix D for an example of the DBQ).

The DBQ Project also is an authentic assessment, which is considered a “best practice” for the civics classroom. Authentic assessment is an evaluation of students’ ability to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills (Roden & Brady, 2012). Authentic assessments, unlike forced choice methods such as multiple choice, fill in the blank and matching, evaluate and demonstrate the students’ knowledge in context. While authentic assessment advocates strong content knowledge, the emphasis is on using the

knowledge and understanding of transferable skills that will enable students to solve problems “that are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field” (Roden & Brady, 2012). The key concept is that students are strengthening their thinking, reading and writing about civics and politics. In the process, students learn vocabulary and gain strong content knowledge about civics as they collaborate with peers, explore ideas verbally, and ultimately analyze and write an evidence-based analytical essay. These skills resemble what professional historians and political scientists do, but perhaps more importantly, they provide the skills of a thoughtful citizenry capable of using factual data to formulate and defend ideas (Roden & Brady, 2012). The DBQ Project allows all of my students, including special education and English Language Learners, to practice skills that are essential to an educated citizen.

Teaching about the judicial branch can be daunting for many civic teachers. The Federal Courts: Open Doors to Justice Program allows students to understand the complexities of the court system in a highly engaging context. This curriculum allows students to participate in a real federal court with real judges in Supreme Court case simulations. The cases have high interest for young adults, social media, texting, teen parties, free speech, etc. Students can role-play as judges, lawyers, witnesses and jurors. A federal judge oversees the mock trial and also questions the students on their thinking and reasoning. An example of a case is located in appendix E. Though this type of best practice has a lot of preparation by the teacher, the real-life experiences for students can foster critical-thinking skills, civic discourse and understanding other perspectives that citizens need to function in our republican form of government. This curriculum is produced by the Administrative Office of the U.S. Courts and it was designed to inform, involve, and inspire (United States Courts). The resources are original, courtroom-ready and

classroom-ready for high school students and their teachers across the nation. The resources simplify complex concepts and motivate participants to serve on juries willingly when called (United States Courts). This allows students to practice being jurors and understand the system: therefore, when called for jury duty, the students have a deeper understanding of their responsibilities as citizens. Practice is an essential part of civics. The classroom and courtroom activities apply contemporary Supreme Court cases to today's teen issues, creating a unique niche in civics education. Court Simulations offer real-life experiences with judges and attorneys at local federal courthouses. All participants are involved in the courtroom action, most importantly, as jurors. The activities are supported by interactive web resources and multimedia tools, including videos and podcasts on court fundamentals (United States Courts). This resource supports all the best practices concepts that allow students to become politically engaged and stay engaged as adults.

Best Practices have mentioned the need for students to be able to critical-think, question and also to discuss. The *Deliberating in a Democracy in the Americas* program does just that. This was a grant funded program that allows teachers to work with other teachers in Ecuador, Mexico, Peru, and Columbia. The goal of the program is designed to increase the knowledge, ability, and dispositions of high school teachers and their students in the United States and Latin America to effectively participate in deliberations of controversial issues related to democratic principles in their countries (Americas, 2011). The methodology requires students to understand structured academic controversy through careful reading of a common text; introducing a public policy question, student pairs find compelling reasons to support/oppose the deliberation question and teach each other their arguments; the pairs reverse positions and repeat the process; the pairs then deliberate the question together using what they have learned; and, finally, a large group

debrief follows the small group work (Americas, 2011). This methodology was adapted from Johnson and Johnson at the University of Minnesota. The results within my own classroom were a deeper understanding of not only our own system of government, but also the Peruvian government. My students Skyped with students in Lima, Peru and deliberated the topic of: Should Voting Be Mandatory in a Democratic Government? The understanding of others' perspectives and knowledge gave my students a chance to practice a skill that is necessary for citizens in our country. This methodology has become a permanent fixture in my classroom and allows my students to learn from each other and practice being citizens of our country (See appendix G for an example).

The goal for "best practices" methodology for the Carnegie Corporation was to have a deeper, more comprehensive approach that included instruction on democracy along with experiential opportunities focused on community and social issues, integrated into school curricula, plus opportunities for reflection and analysis of those experiences (Theroux, 2011, p. 5). This idea was based on the assumptions that both political involvement and democratic participation are critical; that service needs to be linked to civics and that civic engagement is a developmental process (5). This means that a student's learning is not limited to one course but that learning must take place in developmentally appropriate ways throughout his school career.

Specifically, *The Civic Mission of Schools* created "Six Promising Approaches to Civics Education":

1. Provide instruction in government, history, law and democracy
2. Incorporate into the classroom discussion of current local, national and international issues and events, particularly those that young people view as important to their lives.
3. Design and implement programs that provide students with the opportunity to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.

4. Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.
5. Encourage student participation in school governance.
6. Encourage student participation in simulation of democratic processes and procedures.

(Theroux, 2011, p. 7)

These best practices set a high bar for young people to be considered competent and responsible citizens. They were expected to be informed and thoughtful, with a grasp and an appreciation of history and the fundamental processes of American democracy; belong to and contribute to groups in civil society that participate in public service; act politically, including influencing public policy and voting; demonstrate moral and civic virtues including concern for the rights and welfare of others, respect for the law and willingness to strike a reasonable balance between their own interests and the common good (Theroux, 2011, p. 9). These expectations go far beyond the “drill and kill classes.” The better alternative is a range of dynamic learning opportunities, engaging discussions and activities such as simulations that put a real life perspective on what is learned in class (See appendix H for an example). What would this look like in a classroom? Diana Hess, a professor of education at the University of Wisconsin-Madison, believes that allowing students to practice discussion of controversial issues, especially with others who may have different opinions, is an excellent way to learn to participate directly in a robust democracy. AP Government students and civics students during the school year 2011-2012 participated in Dr. Hess’s research through the curriculum *Deliberation in a Democracy in the Americas*. This program teaches students how to deliberate thoughtfully and purposefully, which is a skill that is fundamental to becoming an engaged citizen (Theroux, 2011, p. 9). As a teacher that participated in this research, I found it valuable and great for all my students. This curriculum is now a cornerstone of all of my classes in government at Rangeview High School.

TO CIVIC EDUCATION

Though these Best Practices have been proven in many civic classrooms, many challenges still face those same classrooms. How to creatively restore the social studies classroom in the age of high stakes testing is a common question. The marginalization of social studies content began with the federal government's educational reform acts beginning in the 1980s. *The Nation at Risk, No Child Left Behind, The Race to the Top and now the Common Core Standards* have all but ruined civic education in our nation's public schools, though the Common Core Standards do look more favorable to the field of social studies. Arnie Duncan has stated that he supports strong civic education for our students, but no actual initiatives have been put in place (Risinger, What Social Studies Educators can do about the Marginalization of the Subject They Teach, 2012, p. 299). The Department of Education could encourage states and districts to develop policies and implement authentic assessments in social studies similar to the Department of Education's incentives for science, technology, engineering and math (STEM) (Thieman, 2011, p. 129). With the focus only being on science and math, the Department of Education is squeezing out the importance of a strong citizenry.

Kahne and Middaugh suggest that differences in perception by various groups of high school students, rather ethnically or socioeconomically, are likely to influence how students perceive and make use of opportunities for civic education provided by the schools. Researchers have found that middle and high school students from privileged, homogeneous environments were more likely to experience the ideals expressed in civic texts as congruous with their daily experiences as were urban youth of color (Kahne & Middaugh, *High Quality Civic Education: What Is It and Who Gets It?*, 2008, p. 38). Further studies are needed to better understand how prior experiences with and assumptions about the functioning of U.S. democracy influence

students' perceptions of and outcomes related to civic education. Also, not all people who rally behind the banner of democratic citizenship value the same outcomes. Some emphasize knowledge, while others place a premium on participation, on critical analysis, on personal responsibility, on tolerance, or other priorities (Kahne & Middaugh, *High Quality Civic Education: What Is It and Who Gets It?*, 2008, p. 39). Even if the emphasis is not always equal in various classrooms, studies have found, not surprisingly, that different practices, and the ways that different practices are used may promote different capacities and commitments related to democratic citizenship. Therefore, educators and researchers must focus on how the quality of best practices along with the social contexts in which they are implemented influence their impact. If our democracy is to better fulfill its promise of enabling all citizens to participate fully and as equals, it is also clear that we must do more to understand why schools often fail to provide equal access to civic learning opportunities and how educators can address this shortcoming (Kahne & Middaugh, *High Quality Civic Education: What Is It and Who Gets It?*, 2008, p. 39). Beyond state standardized tests is the importance of an equal education for all students. How can we expect citizens of our country to believe and participate in a system that strives for equal opportunities and equal voices, when the school system that is a founding cornerstone of this country, continues to fail to meet these same requirements? The answer to this question lies in allowing students to learn to question, problem-solve and create new ideas that are necessary for the livelihood of democracy. Our founding fathers knew that democracy was an experiment that had to have a populous that questioned the government to keep it from an all encompassing government.

The biggest challenge to implementing strong curriculum in civic education is to persuade political leaders and school district leaders to pursue the recommendations of the Carnegie Corporation and *The Civic Mission of Schools*. These are the challenges that we face:

Challenge 1: Making students' civic learning a priority for school reform.

Challenge 2: Integrating civic learning into the curriculum.

Challenge 3: Implementing sound civic education standards.

Challenge 4: Developing better assessment methods to evaluate students' civic learning and to make school accountable for civic education.

Challenge 5: Improving teachers' and administrators' training for civic education.

Challenge 6: Increasing collaboration between school and communities.

(Theroux, 2011, p. 14)

Meeting these challenges would lead to the best comprehensive *civic learning*, not only covering history and government but embracing service learning, character education, civics-focused extracurricular and after-school activities and classroom or community based reflection. At this same time, a major obstacle existed in the No Child Left Behind Act, signed in January of 2002 and now the Race to the Top, which began in 2009 (Theroux, 2011, p. 16). These government mandated programs stressed literacy and math at the expense of the civics curriculum. An unintended consequence has been the marginalization of the core social studies disciplines- civics/government, economics, geography and history-in K-12 classrooms (Theroux, 2011). This is so obvious in some of the poorer districts they had to channel all of their funding to meet the requirements of literacy, math and science. In Aurora Public Schools, elementary and middle school students may not even have a social studies class due to their proficiency scores in literacy and math. It is no wonder that once they get to high school, they are not only burnt out with schooling in general, but completely unmotivated when it comes to civic content.

Also, the biggest challenge to Civics curriculum is the belief that more testing is what is needed. The state of Colorado will begin to administer a state- wide social studies test in the fall of 2014. This test will be test students knowledge of geography, US history, economics and

civics. All of these courses are taught at different grades in Colorado districts and also some are not taught at all. Civics and US history are the only social studies courses that are graduation requirements and students just need to pick up 1.5 other of electives. So once again, testing will show that students are not proficient in social studies content, which many educators are already aware of. The key is how we teach the social studies content which will then allow Colorado students to use this knowledge to be better citizens for our country and not necessarily to pass a test. How fair is it to test when students may not even had had the course or even worse yet, their school may not even offer the course? The U.S. Department of Education has already recognized this dilemma. Only one out of five eighth-graders was proficient in civics and history on the NAEP (National Assessment of Educational Progress) (Pondiscio, 2013). Due to the latest test scores, the NAEP tests in civics, U.S. history, and geography for fourth- and - graders would be postponed indefinitely (Pondiscio, 2013). If the U.S. Department of Education can recognize that testing is not the answer, why cannot the state of Colorado?

CIVIC CURRICULUM WITH REFLECTIONS:

Backward Design in the current trend, though the idea is very old, in lesson planning for secondary classrooms. Colorado State Standards and the Aurora Public Schools Civics Pacing Guide, (appendix A and B), are embedded into the backwards design model. The concept is that teachers look first at what they want their students to learn and how they are going to assess the learning and then build a lesson plan from that point. Below is an example of my regular civics classroom lesson plan and how my lessons are not only embedding the standards, but also the civic education research.

Plan Template: Stage 1

Unit Name _____ Purpose of Government _____

Days in Unit _____ 7-10 Days _____

Knowledge Goals:	Skills Goals:	Meaning Goals:	Transfer Goals:
(facts, definitions, basic concepts)	(action or process)	(students do something to “get it”- such as inquiry, inference, reflection analysis, rethinking)	(learning in one way or context, and using it in another)
<p>Limited/Unlimited Govt</p> <p>Historical Roots/Philosophy of Republican Government</p> <p>Locke, Rousseau, Hobbes, Roman Republic, Greek Democracy, Enlightenment Period, Science, Religion</p> <p>Declaration of Independence</p> <p>Preamble of the Constitution</p>	<p>-analyzing primary sources</p> <p>-thesis and outline practice</p> <p>-critical reading strategies</p> <p>-marginal note taking/annotation</p> <p>-relationships and influence of thinking/critical thinking skills</p> <p>-essay writing</p> <p>-Background knowledge</p> <p>-essential vocabulary</p>	<p>-jigsaw reading, political philosophers- small group presentations,,</p> <p>-promethean board brainstorm, “What does government do?”</p> <p>Reading Declaration of Independence, “What we don’t want government to do?”</p> <p>Identify main concepts of Preamble; place the purposes of government in appropriate concept. Ex. Provide for the common defense, promote the general welfare etc.</p> <p>Preamble Puzzle with only pictures, students in groups place in order. Great Visual and competition.</p>	<p>Unit Transfer Goals:</p> <p>Purpose of Government to understand entire concept of Civics and Government.</p> <p>Civic Responsibility</p> <p>Knowledge of how we got there</p> <p>Long Term Transfer Goals (after high school):</p> <p>Educated citizens to understand the complexity of the purpose of government-</p> <p>Historical understanding of basic concepts.</p>

		-Students in groups make a preamble for Rangeview High School- Focus on Purpose	
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Plan Template: Stages 2 and 3

Unit Name _____ Purpose of Government _____

Days in Unit _____ 7-10 Days _____

Directions: What assessments (projects, essays, exams, etc.) will best *show* student understanding of the learning goals.

Stage 2: Evidence

-Critical reading of primary sources-marginal notes (charts)
 -Written paragraphs with thesis statements- political philosopher
 -Essay writing- What is the purpose of Government according to the preamble, provide examples and connect with a political philosophers understanding of government- where the evidence of that philosophy is?
 DBQ- The Ideals of the Declaration- Which is most important?

Stage 3: Lessons for the Unit

Lesson	Timing	Description	Learning Goal (K, S, M, or T?)	Scaffolding- This helps students...
Lesson 1: What does a government do?	1 day	Brainstorm list, (Think, Pair, Share)	K	Gain Background knowledge-learn from others
Lesson 2:	2 days	Jigsaw political philosophy	K,S,M	Background

Where did these ideas for government come from?		readings- annotate/marginal notes- Locke, Rousseau, Hobbes		Knowledge, reading skills Vocabulary/Definitions
Lesson 3: Declaration of Independence	2 days	Take DOI, Divide into sections- pairs of students looking for why break from England and what we wanted in a government.	K,S,M	Reading skills, purpose of government Background knowledge
Lesson	Timing	Description	Learning Goal (K&S, M, T?)	Scaffolding- This helps students...
Lesson 4: Preamble Puzzle	2 days	Identify main concepts of Preamble- What does this look like today? Concrete examples. Use pictures to write Preamble with just visual representation.	K,S	Visual learning, examples
Lesson 5: Write Rangeview Preamble	1 day	Students in pairs create a preamble for Rangeview High School- relevancy and purpose of education	M,T	Transfer of knowledge and reflection
Lesson 6: What is the purpose of government?	1 day	Paragraph explains what is purpose of government? Give examples and why necessary?	K,S,M,T	Writing, using examples to support opinion

This unit allows students to gain knowledge of the history of the U.S. government and practice essential civic skills: reading, writing, critical-thinking and civic discussion to occur in a

variety of contexts. Students are allowed to question, debate and learn from others on perspectives of the purpose of government is or ought to be. They then take their understandings and compare it to the Preamble of the Constitution and create a Preamble for Rangeview High School. This creates relevancy and a sense of ownership, all of which research supports to create civically engaged adults.

Plan Template: Stage 1

Unit Name

_____ **Constitution** _____

Days in Unit _____ **10 Days** _____

Knowledge Goals: (facts, definitions, basic concepts)	Skills Goals: (action or process)	Meaning Goals: (students do something to “get it”- such as inquiry, inference, reflection analysis, rethinking)	Transfer Goals: (learning in one way or context, and using it in another)
Structure of Constitution	Constitution Scavenger Hunt	Inquiry	Unit Transfer Goals:
Purpose of Constitution	Critical Reading Skills with annotation	Analysis and Reflection	Rule of Law
Articles 1-7	Analyzing primary sources	Diversity of Perspectives	Civic Knowledge
Amendments 11-27	Comparison/Contrast Writing	Paragraph writing-analysis	Long Term Transfer Goals (after high school):
Amending the Constitution	Paragraph writing-pros and cons		Civic Participation
Iroquois Confederacy and US Constitution comparison	Jigsaw Reading/Sections of Constitution		Tolerance and understanding of various perspectives

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Plan Template: Stages 2 and 3

Unit Name

_____ **Constitution** _____

Days in Unit _____ **10 Days** _____

Directions: What assessments (projects, essays, exams, etc.) will best *show* student understanding of the learning goals.

Stage 2: Evidence

- 1) Constitutional knowledge-Assessment
- 2) Visual Amending the Constitution
- 3) Writing Amending the Constitution
- 4) Comparison of Great Law of Peace and the US Constitution

Stage 3: Lessons for the Unit

Lesson	Timing	Description	Learning Goal (K, S, M, or T?)	Scaffolding- This helps students...
Lesson 1: US Const. Scavenger Hunt	1-2 Days	Students are given questions and scenarios about the contents of the US Constitution- how to read the constitution exercise	K,S	Background Knowledge Reading and research skills
Lesson 2: Purpose of US Constitution	1 day	Students write paragraph of purpose of USC, what they learned about the structure of the USC and questions they still have	S, M	Reflection on Learning
Lesson 3: Visual Chart/Writing of Amending the US Constitution	1 day	Students create a visual chart of USC amendment process and write a paragraph if they agree or disagree with process and Why?	S,M, T	Various perspectives, writing skills
Lesson	Timing	Description	Learning Goal (K&S, M, T?)	Scaffolding- This helps students...
Lesson 4: Iroquois Great Law of Peace and US Constitution	5 days	Students examine the Great Law of Peace and the USC. Students compare and contrast these 2 documents and form their own conclusion about the influence of the Iroquois on the Founding Fathers ideas about democracy	K,S,M,T	Contributions from indigenous populations Various perspectives Writing

This unit allows students to become familiar with the constitution and how it is structured. The scavenger hunt makes a game out of an essential skill, reading a variety of primary sources. Students are introduced to other contributions to the concept of democracy and the creation of the Constitution. This allows students to learn about various perspectives. Allowing students to discuss or deliberate the amendment process allows the students to truly understand why it was created in such a way and if this way is working in the century? These lessons and methodology are supported by the research mentioned.

Plan Template: Stage 1

Unit Name _____ Institutions/Structures of US Government _____

Days in Unit _____ 25-30 Days _____

Knowledge Goals: (facts, definitions, basic concepts)	Skills Goals: (action or process)	Meaning Goals: (students do something to “get it”- such as inquiry, inference, reflection analysis, rethinking)	Transfer Goals: (learning in one way or context, and using it in another)
Federalism Legislative Branch Executive Branch Judicial Branch Separation of Powers Checks and Balances Electoral College Process Naturalization vs. Natural Citizen How a Bill Becomes a Law Judicial Review Filibuster Amendments: 11,12,16,17,20,22,23,25,27	Analyzing primary/secondary sources Thesis practice Critical reading skills with annotation Essay writing Persuasive writing Critical thinking skills Analysis Procedures and Process Visual Learning Civic Discourse/Discussion	Various Writing Skills: Essay Persuasion Writing a Speech Procedural Writing Comparison/Contrast Reflective Reading Skills: Inference Analytical Reflective Thinking: Critical/Analytical Problem-Solving Visual Learning	Unit Transfer Goals: Basic Knowledge of workings of government Powers of branches (limitations) Checks/Balances Citizen Role in government Long Term Transfer Goals (after high school): Citizens’ Role in Government

			Political Knowledge Civic Participation and questioning of government
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Plan Template: Stages 2 and 3

Unit Name _____ Institutions/Structures of US Government _____

Days in Unit _____ 25-30 Days _____

Directions: What assessments (projects, essays, exams, etc.) will best *show* student understanding of the learning goals.

Stage 2: Evidence

1. Summative Assessment
2. How a Bill Becomes a Law Visual/Writing Assessment
3. DBQ: Should the Electoral College Be Abolished?
4. State of the Union Speech
5. Analyzing various presidencies- "Power of the Executive/Presidency"
6. Supreme Court Case Analysis- Korematsu vs. United States

Stage 3: Lessons for the Unit

Lesson	Timing	Description	Learning Goal (K, S, M, or T?)	Scaffolding- This helps students...
Lesson 1:	1-2	Basic Structure of government,	K,S	Background

Introduction to Legislative Branch	days	powers of the Legislative branch, purpose of leg. branch and procedures of leg. branch		knowledge
Lesson 2: ICivics Legislative Branch Simulation	2-3 days	Congressional Simulation- Students' take on roles of the congress and act out law-making , committee work and procedures	S, M	Debate, Critical Thinking and Procedure
Lesson 3: How a Bill Becomes a Law	3 days	Choice of writing assignments, 1) Explaining process, what works, what does not, and how to change or 2) Writing as a representative, explain to constituents what legislation (3) is working on passing, how the process work and why good for area of which they represent.	S, M,T	Writing Role in law-making process
Lesson	Timing	Description	Learning Goal (K&S, M, T?)	Scaffolding- This helps students...
Lesson 4: Intro to Executive Branch	1-2 days	Basic structure of executive branch , specifically the presidency, powers and roles of the presidency, war powers of the presidency and procedures	K,S	Background knowledge
Lesson 5: Presidential views of power	2-3 days	American Presidency Reading Thomas Jefferson and Louisiana Purchase Hoover/FDR and the Great Depression How did they view their power?	S, M,T	Knowledge Analysis Various perspectives

Lesson 6: Drone Strike and War Powers	1-2 days	Current Events- Where in the Constitution? Commander in Chief Powers? War Powers? How have presidencies created power under national security?	S, M,T	Opinion with support Various perspectives
Lesson 7: DBQ- Should the Electoral College be Abolished?	3-4 days	Process of Electoral College Analysis of documents Essay Writing Opinion with support DBQ Project: Should the Electoral College Be Abolished?	S, M,T	Literacy analysis Critical Thinking
Lesson 8: Introduction to the Judicial Branch	1-2 days	Basic structure of the Supreme Court/Federal Court system, powers and duties of Judicial Branch and procedures of the judicial branch	K,S	Background knowledge
Lesson 9: Marbury v. Madison	2 days	Analysis and comprehension of Judicial Review Was this what the founders' intent was?	K,S,M	Various perspectives Knowledge
Lesson 10: Supreme Court Case Analysis: Korematsu v. US	2-3 days	Writing: Do you agree with the USSC ruling? Why or Why not? Use evidence from case brief to explain your argument.	S, M,T	Debate Writing persuasion

This unit incorporates the importance of literacy in the schools today. The writing that is essential for success after high school, is writing that explains an opinion and is supported with academic sources. Most of my students have many opinions; through this unit they learn how to validate their opinions through writing with academic sources and support. Students actively engage in the congressional simulation. Arguing with their classmates in committee and following “procedure” and learning to compromise allows students to practice being citizens. The reading in this unit allows students to read a variety of texts and learn various strategies for reading these texts. Students enjoy reading the Supreme Court case because it can give them something concrete to base their understanding on while practicing the analytical thinking needed to understand the abstract concepts of the government. Civic education research supports that these type of best practices helps foster civic and political engagement later in adulthood.

Plan Template: Stage 1

Unit Name _____The Constitutional Amendments and the Individual_____

Days in Unit _____20 Days_____

Knowledge Goals:	Skills Goals:	Meaning Goals:	Transfer Goals:
(facts, definitions, basic concepts)	(action or process)	(students do something to “get it”- such as inquiry, inference, reflection analysis, rethinking)	(learning in one way or context, and using it in another)

<p>Bill of Rights Due Process Equal Protection Clause Civil Disobedience Majority, Concurring, Dissenting Opinions Supreme Court Cases 1,2,4,5,6,8,14 Current Events pertaining to BOR Minority Rights with Majority rule Students' rights/limitations in public school "Rule of Law" Intro. to Project Citizen</p>	<p>Analyzing primary sources Critically reading US Supreme Court Cases- How to Read Court Cases Essay writing Understanding various perspectives Critical Thinking skills Problem-Solving Research skills</p>	<p>Essay writing Thesis writing Debate Civic Discussion Research</p>	<p>Unit Transfer Goals: Individual vs. Community rights Limitation of rights (individual and government) Tolerance/Diversity of perspectives</p> <p>Long Term Transfer Goals (after high school): Political knowledge of rights/limitations Protection of minority rights in majority rule system Understanding various perspectives</p>
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Plan Template: Stages 2 and 3

Unit Name _____ The Constitutional Amendments and the Individual _____

Days in Unit ___ 20 Days _____

Directions: What assessments (projects, essays, exams, etc.) will best *show* student understanding of the learning goals.

Stage 2: Evidence

<p>1. DBQ- Should schools be allowed to limit student online speech? Search and seizure, Did the government go too far? Is the American Jury system a good idea?</p> <p>2. BOR Assessment</p> <p>3. Why BOR important?</p> <p>ACT Prep Unit All Readings and questions in ACT format</p>

Stage 3: Lessons for the Unit

Lesson	Timing	Description	Learning Goal (K, S, M, or T?)	Scaffolding- This helps students...
Lesson 1: Introduction To BOR-ICivics	1-2 days	Critical Readings/annotation of BOR; amendment Origins of BOR-Reading (ACT) Truth vs. Myth Writing- Most important BOR and why?	K,S	Background knowledge Fact vs. Opinion
Lesson 2: Amendment	2-3 days	Bill of Rights Institute Curriculum Freedom of Religion Establishment Clause Free Exercise Clause Critical Readings/annotation/questions (ACT) Discussion	K,S	Background knowledge Writing Civic Talk
Lesson 3: DBQ-Freedom of Speech	2-3 days	DBQ Project- Should schools be allowed to limit student online speech?	S,M,T	Critical analysis Various perspectives
Lesson	Timing	Description	Learning Goal	Scaffolding- This helps

			(K&S, M, T?)	students...
Lesson 4: Social Media and Rights	2-3 days	What is the law saying? Facebook, Twitter, Internet, Smart Phones, Ideas Socratic Seminar Format Civic Talk School vs. Student rights/responsibilities	S,M,T	Civic Talk Various perspectives Tolerance Relevancy
Lesson 5: Criminal Procedure (4,5,6,8)	4-5 days	Bill of Rights Institute Critical Readings/annotation/question (ACT) Search and Seizure with Case Studies Rights of the accused Judicial Procedures DBQ- (Just analysis) with Think, Pair, Share Is the American Jury system a good idea?	K,S,M,T	Background knowledge Analysis of various perspectives Limitation of rights
Lesson 6: SRO Question/Answer	1 day	Community Building with SRO's (School Resource Officers) Discuss case studies of criminal procedure, discuss constitutionality of police action and accused Question and answer format	M,T	Community Building Community Trust
Lesson 7: Property Rights(4/5)	1-2 days	Bill of Rights Institute Critical Readings/annotation/question (ACT) Eminent Domain (Video)-Discussion What is property? How is property protected by the USC? DBQ Project: Search and Seizure: Do the government go too far?	K,S,M,T	Background knowledge Analysis of various perspectives Limitation of rights

Lesson 8: Amendment: Incorporation	2 days	Bill of Rights Institute Critical Readings/annotation/question (ACT) Selective Incorporation State Powers vs. USC Due Process Clause Equal Protection Clause	K,S,M	Background knowledge Analysis of various perspectives Limitation of rights
Lesson 9: District Serving Learning Project	9 weeks	Community Engagement	M,T	Critical Thinking Problem Solving Civic Engagement
Lesson 10: Introduction to Project Citizen	9 weeks	Role in Public Policy Research issue in community school, local, or state	K,S,M,T	Research Skills Problem Solving Civic Engagement Role in government

This unit is great for high school students. The amount of open discussion and learning that occurs during the Bill of Rights unit always surprises me. Students are actively engaged and learn to question and tolerant others' perspectives. Many students do not understand their rights or their limitations with those rights. Exposing them to a variety of readings and creating an educational environment that is open and safe, truly allows students to learn and understand. Social issues and social networking are a daily occurrence in my students' lives. Allowing them to learn about how to use this great technology within the "rule of law" creates a safer community and a better understanding for them as they move onto college or work.

This unit also has become my ACT prep unit. Allowing students to practice the strategies needed for success on the ACT is essential, but losing class time is not an option. I have used all the readings within this unit and created ACT like questions to practice not only my content but

their ACT requirement as well. Civics class can really be all inclusive, preparation and time is what is most needed. The research would also support this unit of teaching.

Plan Template: Stage 1

Unit Name _____ Civic Responsibility and Citizenship _____

Days in Unit _____ 10 Days _____

Knowledge Goals: (facts, definitions, basic concepts)	Skills Goals: (action or process)	Meaning Goals: (students do something to “get it”- such as inquiry, inference, reflection analysis, rethinking)	Transfer Goals: (learning in one way or context, and using it in another)
Roles and responsibilities in Republican form of government Process of citizenship Political Parties Interest Groups Media Voting Behavior Civil Disobedience Public Policy Civic Education Current Events “check” on government	Analysis of primary sources Critical reading skills Critical Thinking skills Social Issues/Problem-Solving Persuasive Writing Research skills	Essay writing Persuasion Civic Talk Debate Reflection Presentation/Speech Diversity/various perspectives	Unit Transfer Goals: Civic Responsibility Role in Public Policy Procedure Community Involvement Long Term Transfer Goals (after high school): Civic Engagement Community Service Importance of Civic Education

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Plan Template: Stages 2 and 3

Unit Name _____ Civic Responsibility and Citizenship _____

Days in Unit _____ 10 Days _____

Directions: What assessments (projects, essays, exams, etc.) will best *show* student understanding of the learning goals.

Stage 2: Evidence
1) DBQ- What Types of Citizen Does a Democracy need? 2) Project Citizen (Public Policy Presentation) 3) Billboard Campaign Project or Public Service Announcement – Visual/Presentation 4) Service Learning Project 5) Unit Assessment

Stage 3: Lessons for the Unit

Lesson	Timing	Description	Learning Goal (K, S, M, or T?)	Scaffolding- This helps students...
Lesson 1: Brainstorm activity roles/responsibilities	1-2 days	Think, Pair, Share Roles and Responsibilities of Citizens- Promethean board activity	K,S	Background knowledge Various perspectives
Lesson 2: ICivics-Political Parties and Purpose	1-2 days	Definition, purpose, role of individual Writing- Are political parties necessary in our government? Why or Why not?	K,S,M	Background knowledge Writing analysis

Lesson 3: ICivics-Interest Groups and Purpose	1-2 days	Definition, purpose, role of individual Writing- Are interest groups necessary in our government? Why or Why not?	K,S,M	Background knowledge Writing analysis
Lesson	Timing	Description	Learning Goal (K&S, M, T?)	Scaffolding- This helps students...
Lesson 4: ICivics-Media and Purpose	1-2 days	Definition, purpose, role of individual Writing- Is the media necessary in our government? Why or Why not?	K,S,M	Background knowledge Writing analysis
Lesson 5: Billboard Campaign/Public Service announcement	1-2 days	Poster/Technology Visual Advertisement for Citizen responsibilities/roles	S,M	Visual Persuasion Community Engagement
Lesson 6: DBQ- What types of Citizens...?	3-4 days	Essay writing, thesis DBQ Project: What type of citizen does a democracy need?	K,S,M,T	Persuasive Essay writing Analysis
Lesson 7: District Serving Learning Project	9 weeks	Community Engagement	M,T	Critical Thinking Problem Solving Civic Engagement

Lesson 8: Introduction to Project Citizen	9 weeks	Role in Public Policy Research issue in community school, local, or state	K,S,M,T	Research Skills Problem Solving Civic Engagement Role in government
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This unit allows students to truly understand their role in the United States system of government. Again, students are allowed to discuss, write and question where their role is in the system. They learn that educated citizens are needed to have a successful democracy as a government, and they get involved in the community through a service-learning project. This is a district goal that all civic students participate in at least 5 hours of community service and then write a reflective essay on their service. Service learning is an essential tool for students to understand their role in the community and how this service helps foster democratic ideals. Project Citizen allows students to problem solve a local or state public issue, research the topic and then create alternatives to solving the issue. The final products are amazing along with the reflective papers that allow students to truly analyze their own learning. Service learning and Project Citizen were mentioned numerous times in the civic education research.

Plan Template: Stage 1

Unit Name _____ State and Local Politics _____ (Civics and adapted for CCA State and Local Politics Class) _____

Days in Unit ___ 2 wks or 10 days instruction _____

Knowledge Goals:	Skills Goals:	Meaning Goals:	Transfer Goals:
(facts, definitions, basic concepts)	(action or process)	(students do something to “get it”- such as inquiry, inference, reflection analysis, rethinking)	(learning in one way or context, and using it in another)
*Colorado	-analyzing	Thesis/Outline/Paragraph/essay	Unit Transfer Goals:

<p>Constitution *Aurora City Charter *State and Local Taxes *Initiative *Referendum *Public Policy *Structure of State/Local Government</p>	<p>primary sources -thesis and outline practice -critical reading skills and annotating Ex. inference -Financial literacy - essay writing -problem-solving -critical-thinking skills -analysis skills</p>	<p>Comparing and contrasting US Constitution and Colorado Constitution.</p> <p>Jigsaw-various public policy (passed by state leg.)- importance of participation at the local and state level.</p> <p>State and Local Taxing simulation (borrowed from IRS) Why we have taxes and types of taxes at the state and local level?</p>	<p>Civic Responsibility at the State and local level.</p> <p>Strong Communities</p> <p>Long Term Transfer Goals (after high school):</p> <p>Civic Participation Tax Knowledge</p>
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Plan Template: Stages 2 and 3

Directions: What assessments (projects, essays, exams, etc.) will best *show* student understanding of the learning goals.

Stage 2: Evidence

- Thesis/Outline/5-paragraph Essay
- Comparison/Contrast Chart US Constitution and Colorado Constitution
- Essential Question: Similarities and Differences between the US Constitution and the Colorado Constitution
- Taxing Simulation Participation
- Critical Reading for various state passed public policy issues
- Essential Question: Analyze the importance of citizen participation at the local and state level.
- Overall Essential Question/Assessment: Explain the importance of understanding state and local politics, how these governments are structured, why state and local governments' tax and how: finally, what is the citizen's role in the initiative and referendum process?

Stage 3: Lessons for the Unit

Lesson	Timing	Description	Learning Goal (K, S, M, or T?)	Scaffolding- This helps students...
Lesson 1:	2 Days	Completion of chart comparing and contrasting US Constitution and Colorado Constitution. Paragraph with thesis of most important similarity and differences between the two.	K, S,	Identify key parts of constitution
Lesson 2:	½ Day	Amending Colorado Constitution Questions and Citizen Initiative and referendum concepts.	K,S	Amendments Questions and specific vocabulary words
Lesson 3:	2 ½ Days	Colorado Bill of Rights Activity-Similarities and differences between CBOR and USBOR-analyze Colorado Supreme Court rulings regarding CBOR	M,T	Various rights and specific to Colorado

Lesson	Timing	Description	Learning Goal (K&S, M, T?)	Scaffolding- This helps students...
Lesson 4:	2 Days	Analyze Aurora City Charter and City Council Goals and Objectives Activity- structure, powers, analysis of goals and objectives with the charter. - 8-10 Sent. Paragraph: Evaluate if the Goals and Objectives listed in the resource binder, are being met in Aurora. If they are, use examples to demonstrate how, if not, explain where in the city if failing to meet goal. Colfax Corridor, Southlands, Vista Peak etc.	KSMT	Specifics of Aurora government, goals, how to meet city goals, structure and how it works.
Lesson 5:	3 Days	State Ballot Initiatives Jigsaw: Gay Marriage, Marijuana, Abortion, Death Penalty, Eminent Domain, Reading from various news sources and analyzing effectiveness of Citizen Ballot Issues (Initiative or Referendum)- Discussion Questions that are high on Bloom's taxonomy.	K,S,M	Various lengths of reading, high-interest issues,
Lesson 6:	2 days	Why we pay taxes activity- Key terms, managing funding of a city simulation, balancing budgets, cutting budgets, where taxes go, Proposing a solution to either cut spending, raise taxes, who benefits, who is affected, what to do with excess, positive and negative aspects. 8-10 sent. paragraph	K,S,M,T	Real life situations, purpose of tax, high-interest, schooling
Lesson 7:	1 Day	State and Local Politics Assessment: In a 5-paragraph	M, T	Synthesizing all aspects together

		<p>Essay</p> <ul style="list-style-type: none"> • Explain the importance of understanding state and local politics. • How are state and local politics structured? • Why do state and local governments tax, purpose and where revenue is spent? • What is the citizen's role in the initiative and referendum process and is the initiative and referendum process necessary in state and local politics? 		from all previous lessons
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The final unit of study in a semester civics class is State and Local politics. Students gain knowledge of their own state constitution and the differences and similarities between state and national governments. Students' demonstrate understanding of the local and state government structures and can understand their role as a resident of Colorado at this level of government. Students also get a quick lesson on local and state financing. Students are very interested in the economic side of politics and government. Many students learn about the purpose of taxes and the complex problems that exist around taxing and spending. Students again get to learn about various perspectives around this issue and have an open discussion to begin to problem solve. The research clearly states that students' can become more engaged and stay engaged with an understanding of local and state issues.

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Where will the country's next generation of leaders come from if young people don't care? Comprehensive and analytical civic education just makes sense. Scholars and educators

know that individuals do not automatically become free and responsible citizens but instead must be actively educated for citizenship. A well-rounded education comprises English/Language arts, math, science and social studies. Decreased attention to social studies content, professional development and assessments is of great concern to social studies educators. Proficiency in each of these subjects is needed for U.S. students to be prepared for college, career and *citizenship* in the complex and globally interdependent world. The continued lack of civics testing in most states still promotes the view that this subject is an “add-on” for which overburdened teachers have neither time nor resources (Theroux, 2011, p. 16). This is evident in my own school district and in my sons’ district. “We have to keep at it,” says Susan Griffin, executive director of the National Council for the Social Studies. Because of the pressure on schools for accountability in math and reading there hasn’t been the space for civic learning. “The message is not being heard. Our message is: This is important and not impossible. There are good reasons why we need to do it. In a knowledge economy our role as citizens is inextricably linked to our role in the workplace” (Theroux, 2011, p. 18). To prove this, in 2010 the Campaign produced *No excuses: Eleven Schools and Districts That Make Preparing Students for Citizenship a Priority, and How Others Can Do it, Too*. This report featured a collection of urban, suburban and rural schools from East LA to West Chicago to Queens, New York; this publication makes clear of what a quality civic education looks like.

“Two-thirds of Americans know at least one of the judges on the Fox television show *American Idol*, but fewer than one in ten can identify the chief justice of the United States,” former Supreme Court Justice Sandra Day O’Connor wrote (Theroux, 2011, p. 18). “Thankfully there are many schools and school districts across the nation that recognize their historic civic mission and successfully fulfill that mission” (18). All of these schools and school districts echo

a similar, systematic approach- a strategic vision for an engaging, interactive civic curriculum; resources dedicated to civic instruction and professional development; an authentic assessment scheme at the state or local level and a willingness to overcome the dead hand of tradition. This is my hope for my classroom and my reason for this master's project, to state the importance of civic education in our society, what it looks like and how it can be done in the 21st century. For students to be competitive, they need an analytical understanding of the world they live in. Griffin argues, "It's a much smaller world today than it was even 20 years ago. STEM [science, technology, engineering and mathematics] and reading competencies aren't going to be enough. Students need to be able to look at challenges facing the United States and the world and weigh them in a thoughtful way. Civic education seems so straightforward to me, but up on Capitol Hill, people tend to think of it as a class they had in junior or senior high school" (Theroux, 2011, p. 18). Civic education is not a class during an hour of one's junior year in high school or an "elective" in middle school, civic education is the cornerstone of our daily lives and we, as a nation, better make sure we continue to teach it and let the generations that come after us practice it, or democracy will be history. Robert Pondiscio said it best, "...but we send kids to school not just to become employees and entrepreneurs, but citizens capable of wise and effective self-government in our democracy. This public dimension of schooling was a founding principle of American education. We have all but forgotten it in the current era of education overhaul (Pondiscio, 2013). Again, politicians, the business community and parents are more concerned about the economic side of education; the "American Dream" and have completely forgot that without a strong sense of civic knowledge, the economy will falter. The recession of 2007 is proof; we need to look in the mirror. Also, I agree with Logan Pike, "On this Independence Day,

Thomas Jefferson and Benjamin Rush would be very dissatisfied with our current civics recession (Pike, 2013). This paper is a statement of how to get us out of this type of recession.

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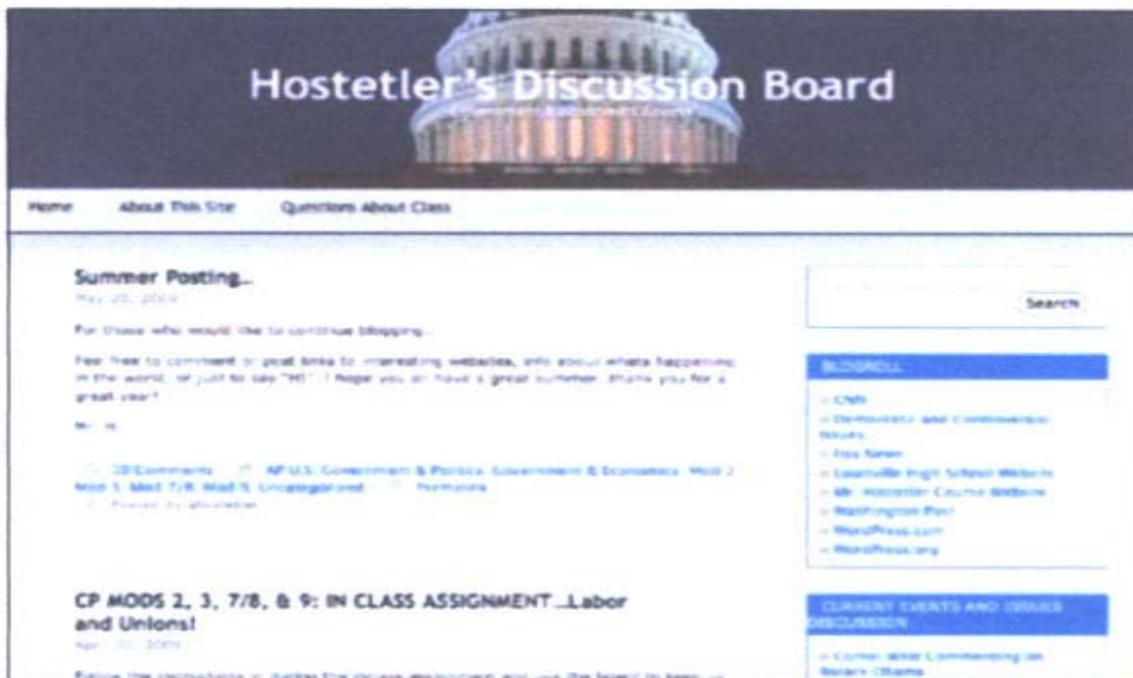
APPENDIX

APPENDIX

Table 1: Example of blogging monitoring notes based off of democratic talk research.

Table 1: List of Topics Discussed by Students

Topic	Classes Participating	Number of Comments for the Topic
Topic 1	What is blogging?	5 Classes 96 Comments
Topic 2	Is Healthcare a Natural Human Right?	5 Classes 274 Comments
Topic 3	Labor Issues: Past and Present	3 Classes 58 Comments
Topic 4	Political Parties and Party Politics	2 Classes 92 Comments
Topic 5	Current Events Discussion	5 Classes 162 Comments



Source: Hostetler, A. L. (2012). Democratic Use of Blogs and Online Discussion Boards in Social Studies Education. *Social Education*, 100-104.

Table 2: Blog gradebook example for student accountability

Table 2: Initial Grading Rubric

	Excellent	Good	Improvement Needed
Number of Posts	2 or more	1-2	0-1
Critical Thinking (CT)	demonstrates both strong CT and connections to learning, and class discussion	demonstrates moderate CT and connections to learning and class discussion.	demonstrates lack of CT and connections to learning and class discussion

Table 3: Adjusted Grading Rubric

		Democratic Talk (DT)		
		Excellent	Good	Improvement Needed
Critical Thinking (CT)	Excellent	2 posts with CT and DT	2 posts with CT and little DT	2 posts with CT and no DT
	Good	2 posts with little CT but with DT	2 or more posts with some evidence of CT and little DT	2 posts with CT and no DT
	Improvement Needed	2 posts with no CT but with DT	2 posts with no CT and little DT	2 posts with no CT or DT

Source: Hostetler, A. L. (2012). Democratic Use of Blogs and Online Discussion Boards in Social Studies Education. Social Education , 100-104.

Table 3.1: Changes in Students' Commitment to Civic Norms, Trust, and Knowledge of Social Networks in CityWorks vs. Control Classrooms

FACTORS (Cronbach's Alpha pre, post)	SAMPLE (n=48, n=50)	Mean Change Pre/Post	Difference in Change	Significance Level
Personally responsible citizen/person (.69, .71)	CityWorks	.12	.16†	.09
	Control	-.04		
Participatory Citizen (.74, .77)	CityWorks	.20	.37*	.03
	Control	-.17		
Justice-Oriented Citizen (.57, .66)	CityWorks	.12	.27*	.04
	Control	-.15		
Knowledge of Social Networks (.80, .87)	CityWorks	.68	.36†	.07
	Control	.32		
Social Trust (.79, .82)	CityWorks	.02	.18	.24
	Control	-.16		

Table 3.2

City Works Teaching Strategies Associated with Civic Commitments and Capacities (n=154)

Civic Outcomes	Teaching Strategies		
	Role-play, simulation Std. Beta (Sig)	Service-learning Std. Beta (Sig)	Exposure to role models/speakers Std. Beta (Sig)
Personally Responsible Citizen	.11* (.04)	.18* (.02)	.15* (.05)
Participatory Citizen	.12 (.08)	.06 (.43)	.27** (.00)
Justice-Oriented Citizen	.19* (.01)	.12 (.08)	.22** (.001)
Knowledge of Social Networks	.16* (.04)	.20* (.01)	.18* (.02)
Social Trust	.21* (.01)	.03 (.69)	.13 (.08)

Table 3.3

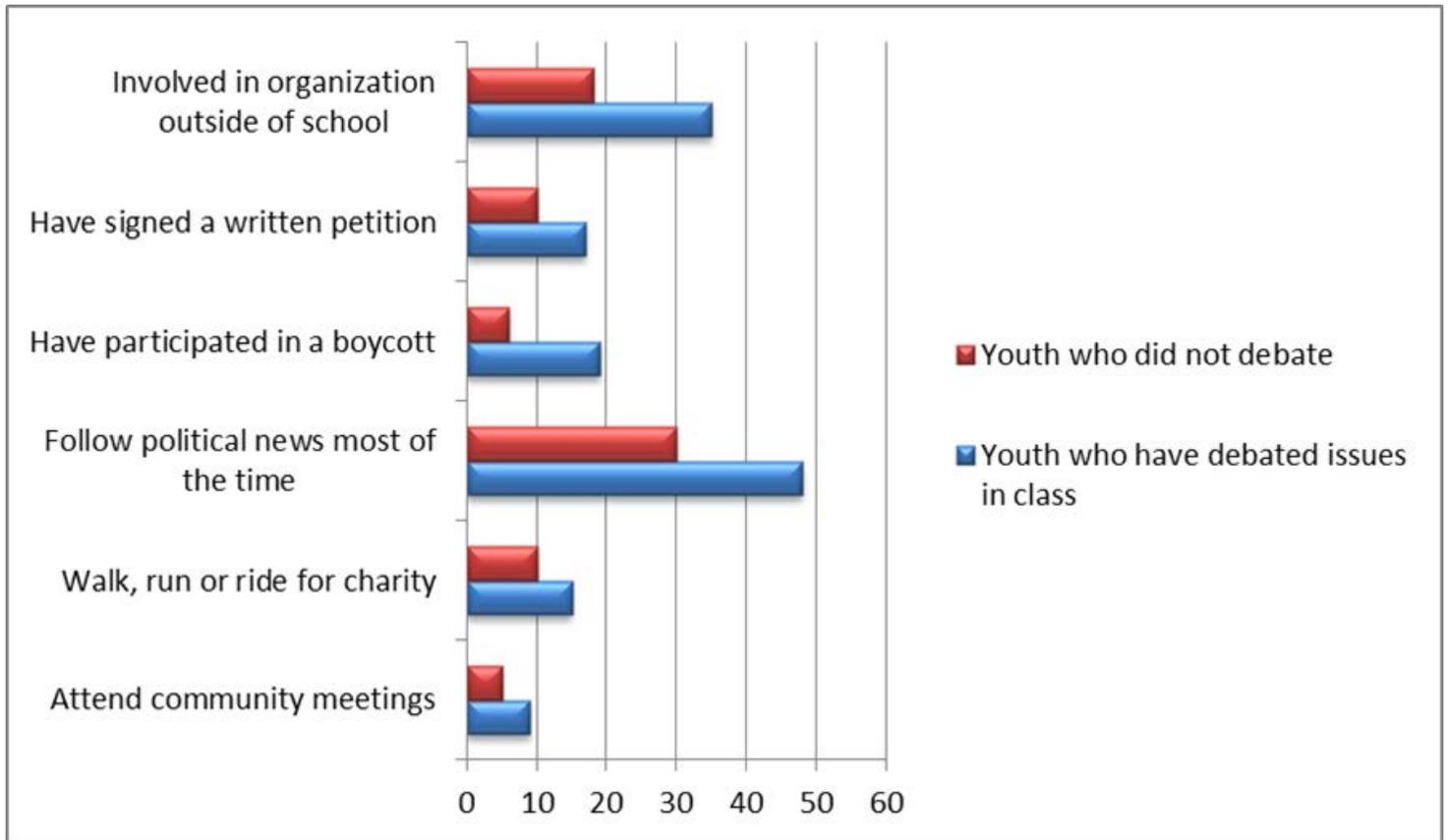
Effect of Classroom Features on Civic Commitments and Capacities (n=231)³

Outcome	Classroom Practices		
	Learned about problems students' community faces.	Learned how local government works.	Personal Relevance of the curriculum
Personally Responsible Citizen	.10 (.11)	.08 (.18)	.20** (.00)
Participatory Citizen	.12 (.07)	.13* (.04)	.25** (.00)
Justice Orientation	.18* (.01)	.05 (.35)	.22** (.00)
Knowledge of Social Networks	.24** (.00)	.13* (.03)	.24** (.00)
Social Trust	.04 (.51)	.16* (.01)	.18* (.01)

Source: Kahne, J., Chi, B., & Middaugh, E. (2005). Building Social Capital for Civic and Political Engagement: The Potential of High School Government Courses. *Canadian Journal of Education*, 1-32.

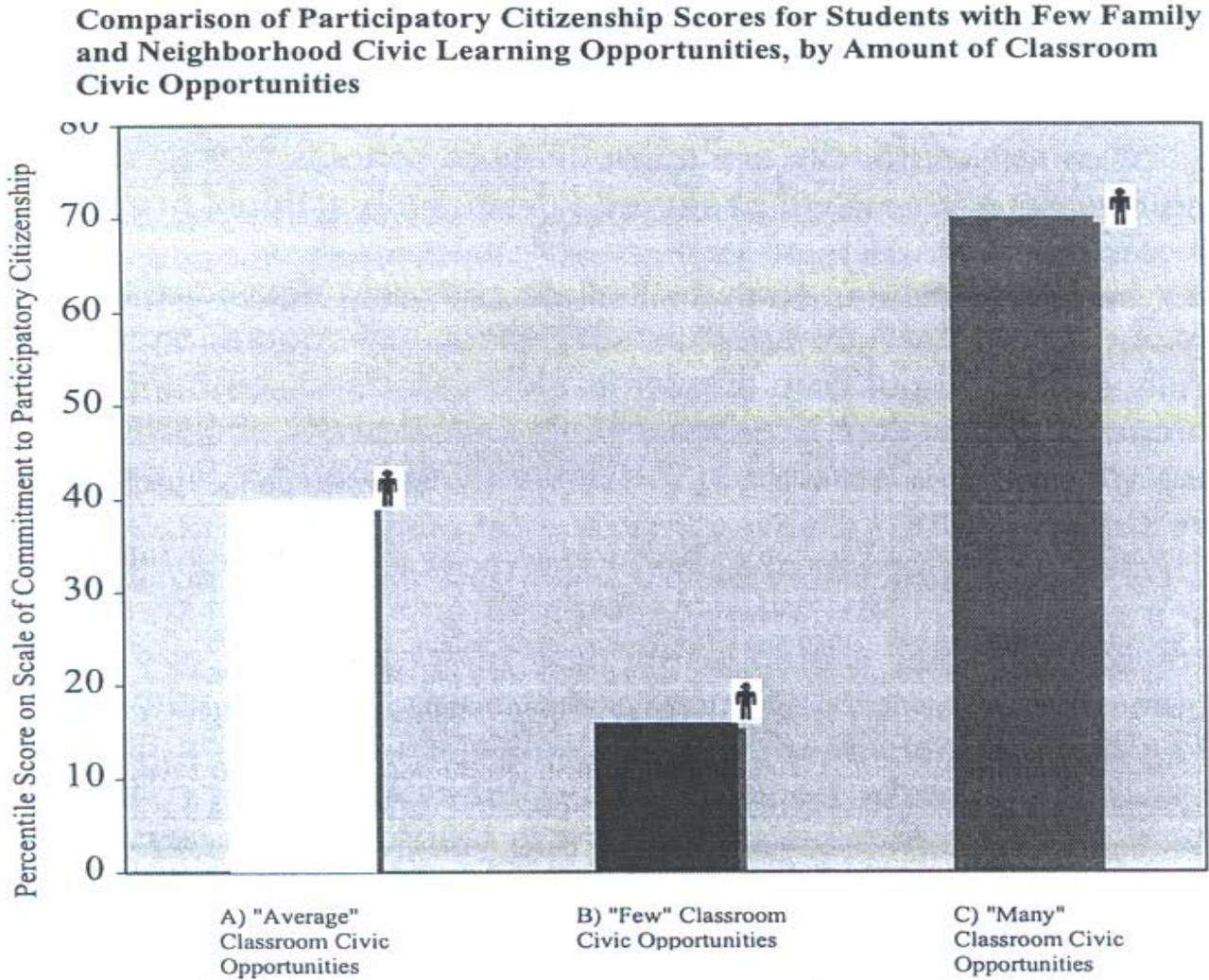
Figure 1: Research data explaining civic skills that lead to civically engaged adults

Civic Skills in High School Pay Off



Source: Zukin, C., Keeter, S., & Andolina, M. (2006). *A New Engagement: Political Participation, Civic Life, and the Changing American Citizen*. New York: Oxford University Press. Figure 5.1

Figure 2: Classroom Civic Opportunities can lead to civic commitments even among those whose families and neighborhoods do not emphasize civic commitments



Note: In this figure, classroom civic opportunities are measured as “average”=sample mean, “low”=1 SD below the sample mean, and “high”=1 SD above the sample mean.

Source: Kahne, J., & Middaugh, E. (2008). Democracy for Some: The Civic Opportunity Gap in High School. CIRCLE Working Paper 59, 3-29.

Figure 3: Teacher notes for blogging practice in classroom

Teachers Should...	Teachers Should Not...
Consider how each of the following factors reflect and support, or contradict, one another!	Do not assume alignment is automatically there, or that it does not matter and students will not notice...students do learn from the experience.
Purpose is essential. Develop a reason for what you are doing, write it down, and share it with students—for example, “to develop democratic citizenship skills through discussion of sociopolitical issues”—and talk with students about what those are.	Do not assume students will figure out your reason or purpose for engaging them in this kind of interaction; this will only lead to them making assumptions and likely reduce meaningful participation.
Expectations are important for teacher and students. Those expectations for participation and interaction should reflect purpose.	Do not set expectations or enforce expectations in ways that contradict your purpose. If you have democratic purposes in mind, do not censor students—rather find ways to make students’ inappropriate comments or interactions learning opportunities. Be sure to address these issues with the student or students, but be cautious of how you can do it because it does matter.
Debriefing the experience is necessary. Allow the discussions and conversations from class to spill over to the blog/online discussion and back again. If this does not happen naturally, plan time to ask questions or engage students in analysis of what happens in the online forum.	Do not assume students will learn what you hope they will without debrief. Students will learn, but it is difficult to understand what they are learning without having an effective debrief.
Assessment rubrics and evaluation instruments should reflect the kind of social learning taking place. Consider how you might assess the skills and dispositions you hope to encourage by offering students this unique experience.	Do not assume that a multiple-choice content focused assessment adequately assesses skills and dispositions developed during online discussion. Students may be learning valuable and complicated skills like listening across differences or engaging in deliberation, and these are important enough to count.
Professional reflection is important to practice and model democratic living for students. Consider and reconsider the level of discourse and quality of interaction taking place and make adjustments to prompts, rubrics, and expectations in ways that encourage students to interact and discuss as opposed to individually posting thoughts without considering the thoughts of others.	Do not assume that it is the students’ fault for not interacting like you hoped. For example, if students are intent on promoting their own ideas without engaging the ideas of other students, this may be because they want to answer the prompt completely without “stealing” from others’ ideas. Such intentions can lead to students individually posting their thoughts and virtually no discussion or discourse.
Students Should...	Students Should Not...
Be encouraged to engage in democratic discourse and have a clear idea of what this means going into the activity.	Be kept in the dark about the purpose of the discussion board or how that purpose is defined or understood.
Be allowed to explore ideas and have some control over the conversation(s).	Be censored or given overly structured prompts and expectations for the online discussions.
Be focused on participating in meaningful and authentic discussions as a way to practice relevant skills and dispositions.	Be overly concerned with checking their facts and information. It’s O.K. to make posts whose facts are challenged in later discussions.

Source: Hostetler, A. L. (2012). Democratic Use of Blogs and Online Discussion Boards in Social Studies Education. *Social Education* , 100-104.

Figure 4: Curricular Features of CityWorks

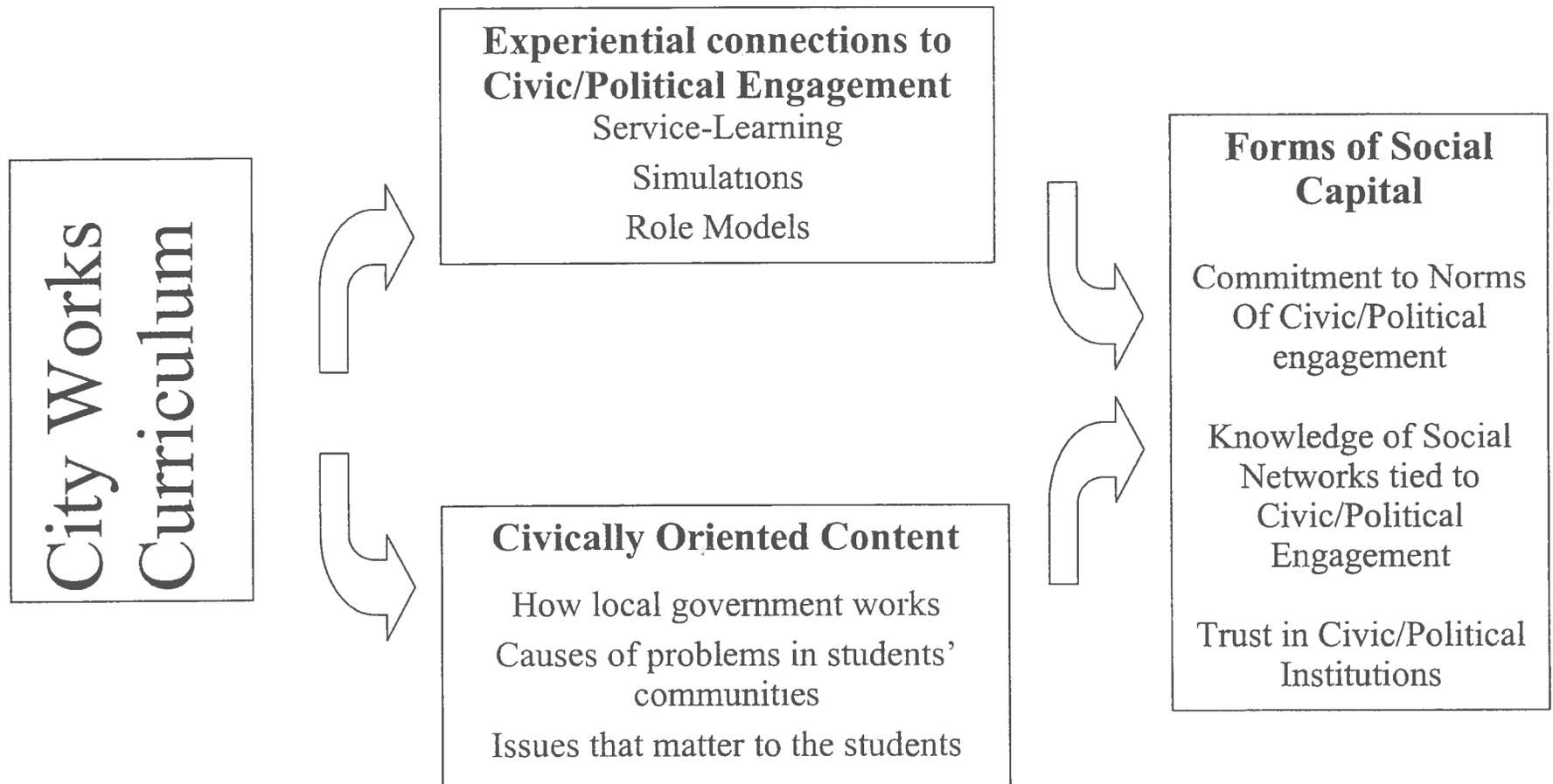


Figure 5.1: Project Citizen Student Examples Spring 2013

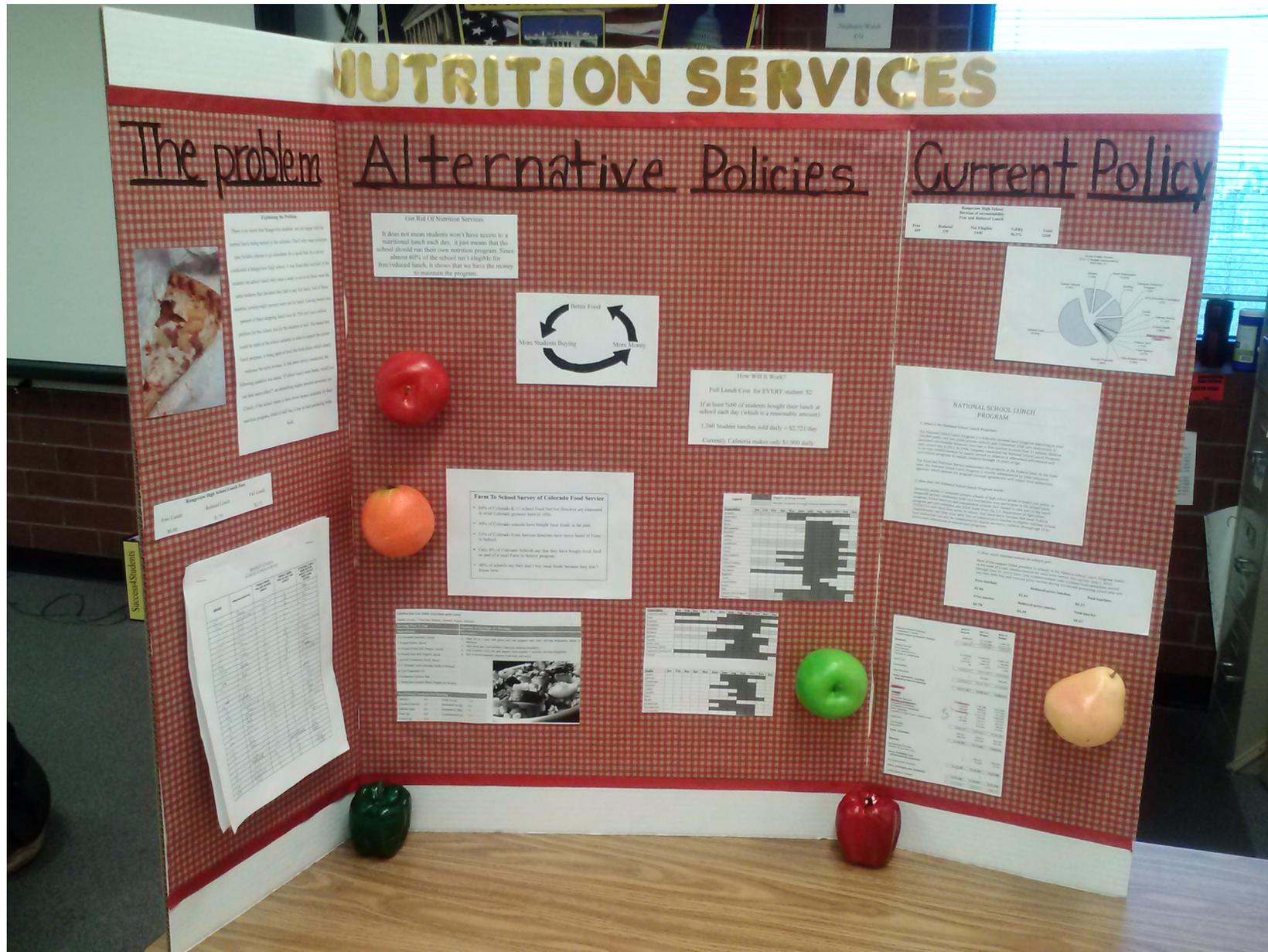


Figure 5.2: Project Citizen Student Examples Spring 2013

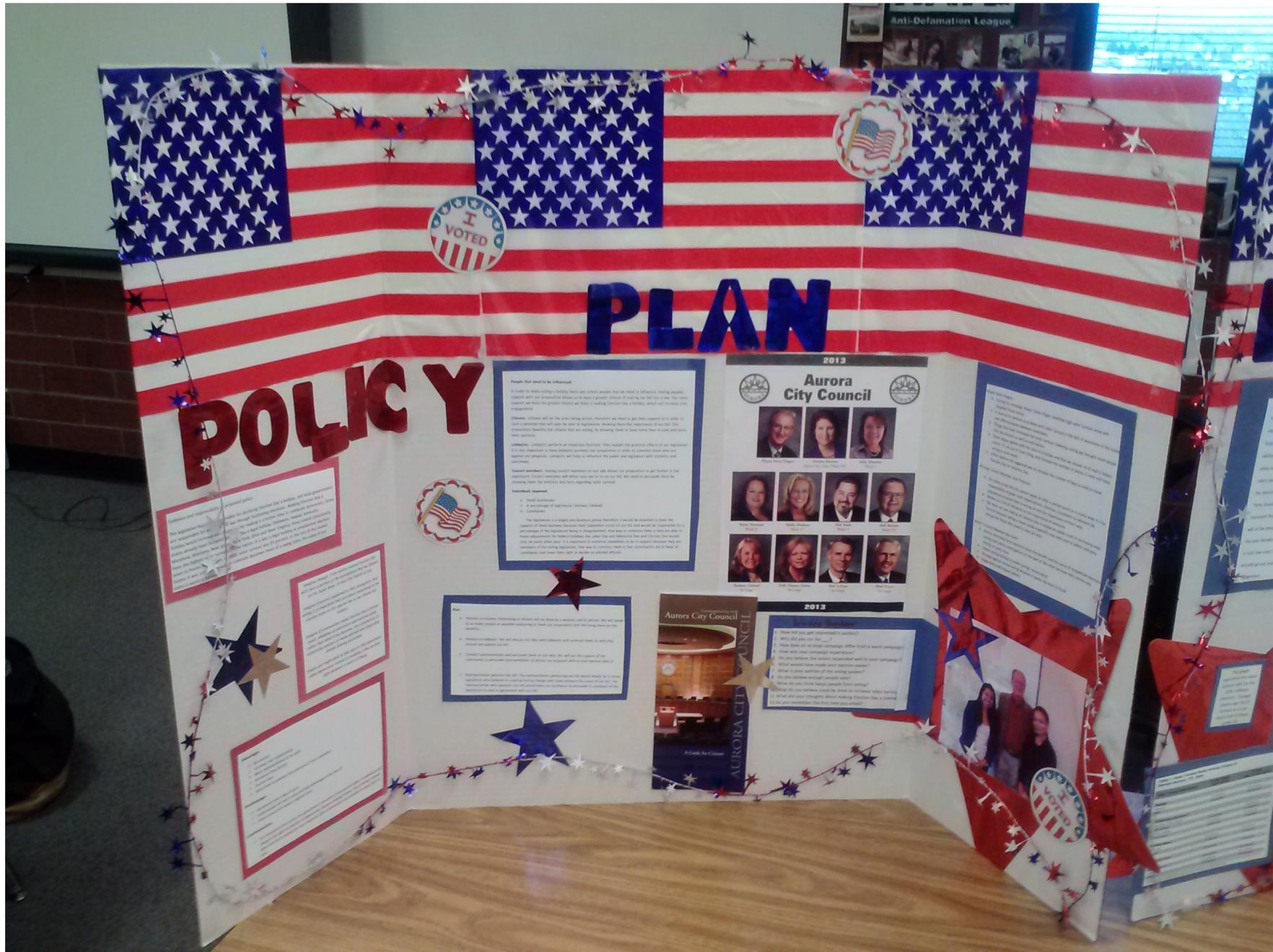


Figure 5.3: Project Citizen Student Examples Spring 2013

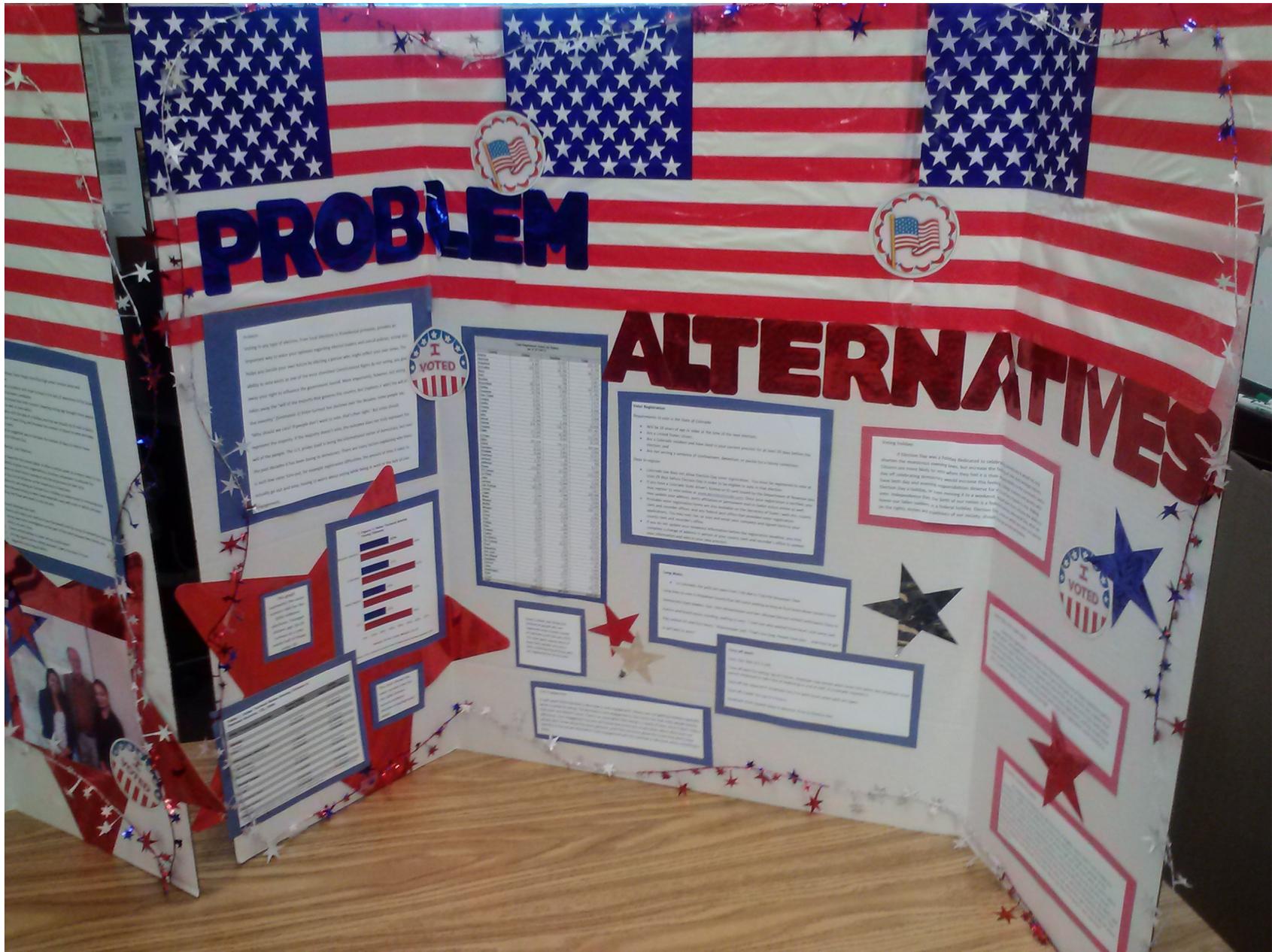


Figure 5.4: Project Citizen Student Examples Spring 2013

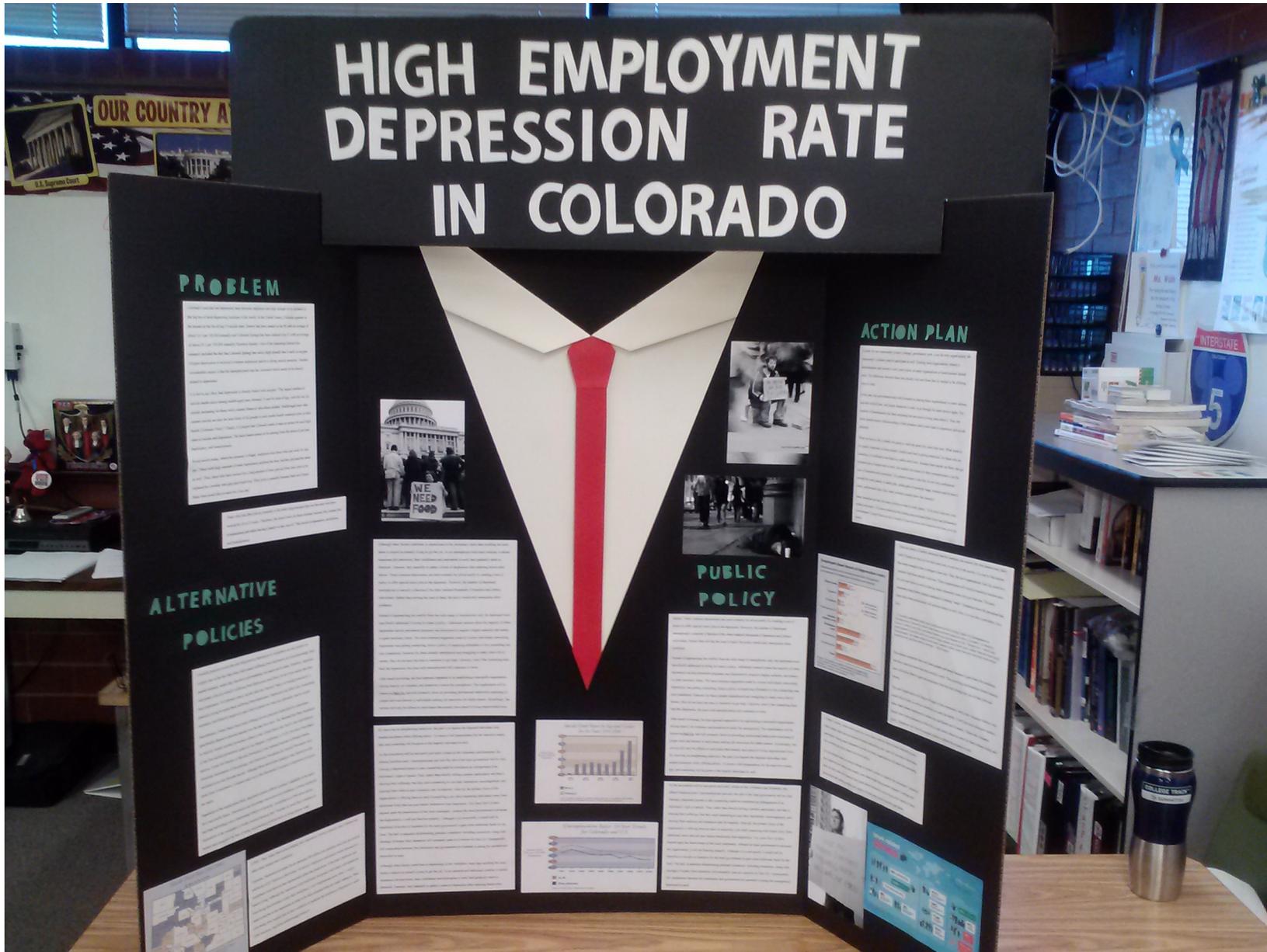
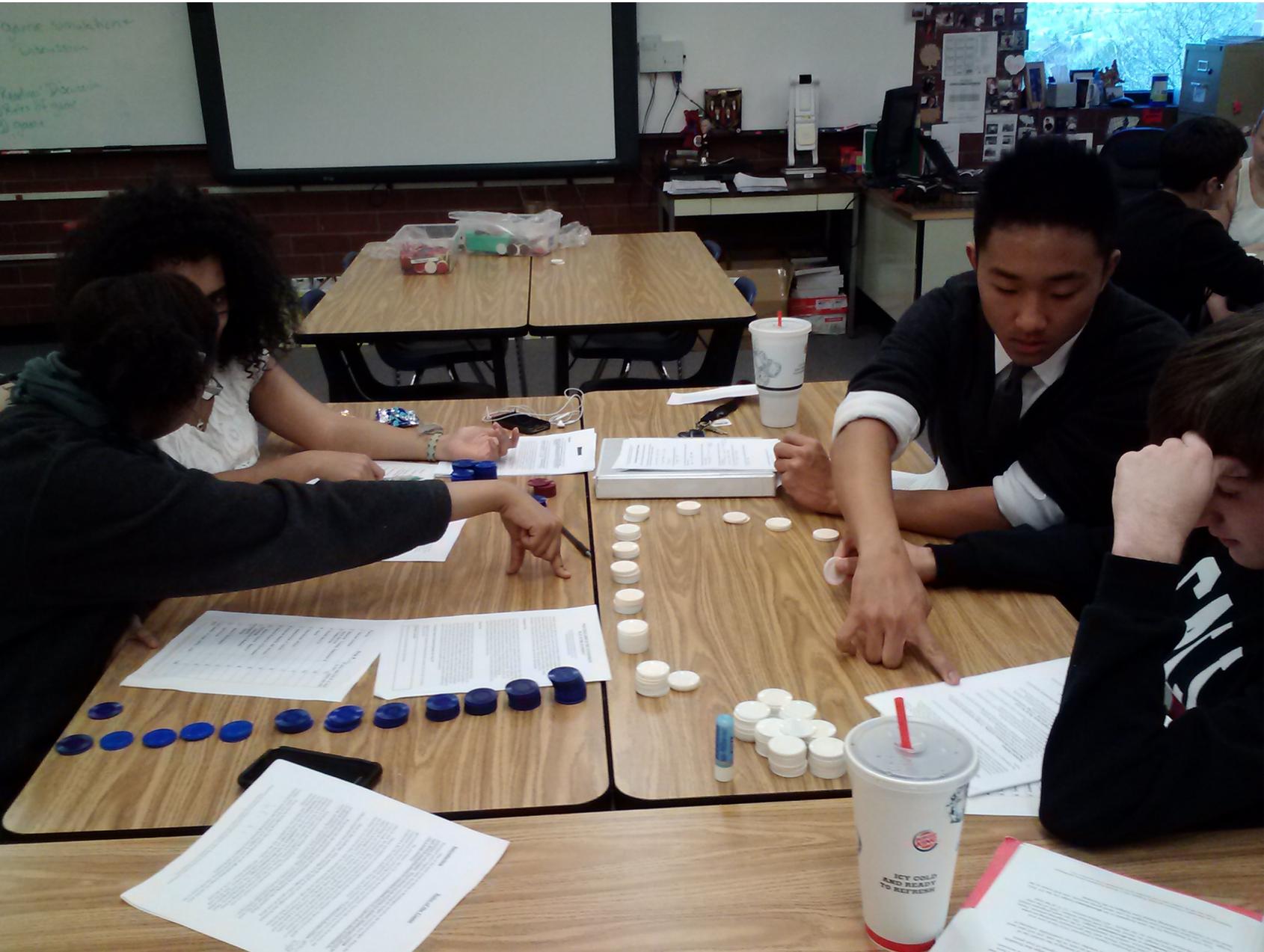


Figure 6: Federal Budget Simulation Spring 2013



4. Civics

Civics has an impact on every individual daily through the work of city councils, state legislatures, Congress and school boards. Civics teaches students the complexity of the origins, structure, and functions of governments; the rights, roles, and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.

Civics is a foundational component of the educational experience and critical to the continued success of our society. A democratic and free society relies on the skills, intelligence, engagement and virtue of its citizens. Our students will one day be responsible for strengthening our civic culture based on the knowledge they learn at school, their own values, and their choices for action. Democracy demands that they have these tools to be responsible contributors to civic culture.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Civics standard are:

- Analyze and practice rights, roles, and responsibilities of citizens
- Analyze the origins, structure, and functions of governments and their impacts on societies and citizens

Content Area: Social Studies
Standard: 4. Civics

Prepared Graduates:

- Analyze and practice rights, roles, and responsibilities of citizens – Unit 3

Grade Level Expectation: High School

Concepts and skills students master:

1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies

Evidence Outcomes

- Students can:**
- a. Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities (DOK 1-4)
 - b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (DOK 1-3)
 - c. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices (DOK 1-2)
 - d. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government (DOK 1-3)
 - e. Critique various media sources for accuracy and perspective (DOK 2-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is the meaning of civic participation in a democratic republic?
2. How do citizens act as a "check" on government?
3. What strategies can citizens use most effectively to influence public policy?
4. How do people resolve differences while remaining respectful of multiple perspectives?
5. Why should you participate in government?

Relevance and Application:

1. Decision-making involves researching an issue, listening to multiple perspectives, and weighing potential consequences of alternative actions. For example, citizens study the issues before voting.
2. Participation in a local or national issue involves research, planning, and implementing appropriate and ethical civic engagement. For example, citizens speak at a school board meeting or run for office.
3. Technology is a tool for researching civic issues, advocating for ideas, and expressing views to elected officials.

Nature of Civics:

1. Responsible community members research civic issues and act appropriately using a variety of sources from multiple perspectives and communicating views in a respectful, ethical manner.

Content Area: Social Studies
Standard: 4. Civics

Prepared Graduates:

- Analyze origins, structure, and functions of governments and their impacts on societies and citizens - *Mit 12*

Grade Level Expectation: High School

Concepts and skills students master:

2. Purposes of and limitations on the foundations, structures and functions of government

Evidence Outcomes

Students can:

- a. Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents (DOK 1-2)
- b. Identify the structure, function, and roles of members of government and their relationship to democratic values (DOK 1-2)
- c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities (DOK 2-3)
- d. Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights (DOK 2-3)
- e. Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government (DOK 1-3)
- f. Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government (DOK 2-3)
- g. Evaluate the effectiveness of our justice system in protecting life, liberty, and property (DOK 3-4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are the most important democratic ideals and practices?
2. What would society look like if several landmark court cases had been decided differently?
3. How does government best protect individual rights and the rights of minorities, yet have the majority rule?
4. What would United States government look like with no checks and balances or another mix of those limitations?

Relevance and Application:

1. Skills and strategies are used to participate in public life and exercise rights, roles, and responsibilities. For example, eligible individuals vote, individuals pay taxes to support government services, and citizens act as advocates for ideas.
2. Political issues are covered by the media, and individuals evaluate multiple media accounts using technology.

Nature of Civics:

1. Responsible community members understand the concept of "rule of law" and its role in policies and practices of the government.
2. Responsible community members know the political theories that contributed to the foundation and development of the structures of government and their meaning today.

Content Area: Social Studies
Standard: 4. Civics

Prepared Graduates:

- Analyze origins, structure, and functions of governments and their impacts on societies and citizens - Unit 4

Grade Level Expectation: High School

Concepts and skills students master:

3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government

Evidence Outcomes

21st Century Skills and Readiness Competencies

Students can:

- a. Discuss multiple perspectives on local issues and options for participating in civic life (DOK 1-3)
- b. Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies (DOK 2-3)
- c. Explain how to monitor and influence public policy (DOK 1-2)
- d. Analyze goals and tools used by the United States in developing foreign policy (DOK 1-3)
- e. Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events (DOK 1-3)
- f. Compare and contrast how different systems of government function (DOK 1-2)

Inquiry Questions:

1. Why do countries view global issues from different perspectives?
2. How does domestic policy affect foreign policy?
3. How does a government make foreign policy and can individuals influence policy?
4. What are possible motivations underlying foreign policy decisions?

Relevance and Application:

1. The making of foreign and domestic policies impacts daily lives. For example, unrest in the Middle East could cause gasoline prices to rise and unrest in another nation affects extended families in the United States.

Nature of Civics:

1. Responsible community members gather and analyze data from multiple sources to look for patterns and create hypotheses regarding foreign policy.
2. Responsible community members investigate foreign policy issues prior to making decisions.

Civics
Pacing Guide
Colorado state graduation requirement

Civics Standards

1. Understand the purposes of government and the basic constitutional principles of the United States republican form of government.
2. Know the structure and function of local, state, and national government and how citizen involvement shapes public policy.
3. Know the political relationship of the United States and its citizens to other nations and to world affairs.
4. Understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels—local, state, and national.

**HS Social Studies-Civics
One Semester**

Unit 1	Essential Question	Critical Content
<p><i>Purpose and foundation of Government & The United States Constitution and the Functions and Processes of Federal Government</i></p> <p>1-2 Weeks 6-7 Weeks Ends / Quarter</p> <p>District Quarter Assessment to be administered</p> <p>DBQ Project: The Ideals of the Declaration: Which is most important?</p> <p>Should the Electoral College Be Abolished?</p>	<p>1) What are the purposes of the national government?</p> <p>2) Explain checks and balances, the separation of powers and how the constitution, because of these concepts, limits the power of the government.</p> <p>Teacher Notes:</p>	<ul style="list-style-type: none"> • Limited and Unlimited Government(General Purpose and give examples) • Iroquois Confederation Constitution and contribution to Constitution • Federalism (purpose and examples) • Executive, Judicial, Legislative Branches of Government • Separation of Powers/Checks and Balances • Electoral College Process (examples, DBQ) • Natural Born vs. Naturalization(examples) • How a Bill Becomes a Law • Judicial Review(Judicial Branch) • Purpose of Filibuster • Amendments pertaining to the branches (11,12,16,17,20,22,23,25,27)
Standards		
<p>Standard 2: Purposes of and limitation on the foundations, structures, and functions of government.</p> <p>See Evidence Outcomes of State Standards</p> <p>Relevance and Application:</p> <p>2. Political issues are covered by the media and individuals evaluate multiple media accounts using technology</p>	<p>Century Skills and Readiness Competencies:</p> <p>1. What are the most important democratic ideals and practices?</p> <p>2. What would society look like if several landmark court cases had been decided differently?</p> <p>4. What would the United States government look like with no checks and balances or another mix of those limitations?</p>	<p>Nature of Civics:</p> <p>1. Responsible community members understand the concept of “rule of law” and its role in policies and practices of the government.</p> <p>2. Responsible community members know the political theories that contributed to the foundation and development of the structures of government and their meaning today.</p>

**HS Social Studies-Civics
One Semester**

Unit 2	Essential Question	Critical Content
<p>The Constitutional Amendments and the Individual</p> <p>4 Weeks</p> <p>DBQ- Should Schools be allowed to limit Students’ Online Speech? Search and Seizure: Did the Government go too far? Is the American Jury system still a good idea?</p>	<p>How do the amendments to the Constitution protect and limit individuals’ rights?</p> <p>Teacher Notes:</p>	<ul style="list-style-type: none"> • Bill of Rights • Due Process of Law/Equal Protection Clause • Civil Disobedience • Majority, Dissenting and Concurring Opinions • Equal protection • Supreme Court Cases – Rights protected and not protected through Supreme Court cases dealing with the , , , , or Amendments • Current Events where applicable
Standards		
<p>Standard 2: Purposes of and limitation on the foundations, structures, and functions of government.</p> <p>See Evidence Outcomes of State Standards</p> <p>Relevance and Application: 2. Political issues are covered by the media and individuals evaluate multiple media accounts using technology</p>	<p>Century Skills and Readiness Competencies: 3. How does government best protect individual rights and the rights of minorities, yet have the majority rule?</p>	<p>Nature of Civics: 1. Responsible community members understand the concept of “rule of law” and its role in policies and practices of the government.</p>

Unit 3	Essential Question	Critical Content
<p><i>Citizenship and Civic Responsibility</i></p> <p>3-4 weeks</p> <p>DBQ- What type of Citizen Does a Democracy Need?</p> <p>District Service Learning Project</p> <p>Project Citizen Introduction</p>	<p>What are the roles and the responsibilities of citizenship in our republican form of government?</p> <p>Teacher Notes:</p>	<ul style="list-style-type: none"> • Process of Citizenship (Amendment) • Responsibilities of Citizens • Political Parties/Interest Groups • Media influence and how to navigate • Voting Behavior • Civil disobedience
Standard		
<p>Standard 1: Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies</p>	<p>Century Skills and Readiness Competencies: 1. What is the meaning of civic participation in a Democratic republic? 2. How do citizens act as a “check” on government?</p>	

**HS Social Studies-Civics
One Semester**

<p>See Evidence Outcomes of State Standards</p> <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Decision-making involves research an issue, listening to multiple perspectives, and weighing potential consequences of alternative actions. 2. Participation in a local or national issue involves research, planning and implementing appropriate and ethical civic engagement. 3. Technology is a tool for researching civic issues, advocating for ideas, and expressing view to elected officials. 4. Political issues are covered by the media, and individuals evaluate multiple media accounts using technology. 5. Skills and strategies are used to participate in public life and exercise rights, roles, and responsibilities. 	<ol style="list-style-type: none"> 3. What strategies can citizens use most effectively to influence public policy? 4. How do people resolve differences while remaining Respectful of multiple perspectives? 5. Why should you participate in government? <p>Nature of Civics:</p> <ol style="list-style-type: none"> 1. Responsible community members research civic issues and act appropriately using a variety of sources from multiple perspectives and communicating views in a respectful, ethical manner.

DRAFT

**HS Social Studies-Civics
One Semester**

Unit 4	Essential Question	Critical Content
<p>Local and State Government</p> <p>1-2 weeks</p> <p>DBQ- Should Americans be required to vote?</p> <p>District Quarter Assessment</p> <p>Project Citizen Introduction CityWorks</p>	<p>How do local and state governments fulfill the needs of their residents?</p> <p>Teacher Notes:</p>	<ul style="list-style-type: none"> • Colorado Constitution compared to USC • State executive, legislative, and Judicial branches • State and Local Taxing/Spending (Finance) • City Charters/Ordinances • State/Local Public Policy
Standards		
<p>Standard 3: Analyze how public policy-domestic and foreign-is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government.</p> <p>See Evidence Outcomes in State Standards</p> <p>Relevance and Application:</p> <p>1) The making of foreign and domestic policies impacts daily lives.</p> <p>2) Political issues are covered by the media, and individuals evaluate multiple media accounts using technology.</p>	<p>Century Skills and Readiness Competencies:</p> <ol style="list-style-type: none"> 1. Why do countries view global issues from different perspectives? 2. How does domestic policy affect foreign policy? 3. How does a government make foreign policy and can individuals influence policy? 4. What are possible motivations underlying foreign policy decisions? 	<p>Nature of Civics:</p> <ol style="list-style-type: none"> 1. Responsible community members gather and analyze data from multiple sources to look for patterns and create hypotheses regarding foreign policy. 2. Responsible community members investigate foreign policy issues prior to making decisions.

DBQ Example

What Were the Primary Reasons for the "Fall" of Rome?

When a house—even a really beautiful and huge one—comes crumbling down, it is probably because of more than one factor. Perhaps it was built on a weak foundation or suffered flood damage. Maybe the owners neglected it out of laziness or a lack of money. Just as houses can fall apart from lack of care, so can empires. But why did the Roman Empire fall? After an incredibly successful 700-year era of expansion that stretched control over most of Europe and parts of Africa and Asia (Background Essay), the Roman Empire started to disintegrate. There were many reasons for this: political instability, military mistakes, economic and civic decay, foreign invasions, and natural forces. While all of these factors, especially military mistakes and economic and civic decay, were very important, it was political instability that really brought the empire crashing down.

Task:

1. Highlight the thesis statement.
2. Within the thesis, locate and number the three roadmap ideas.

What is accomplished in the first part of the essay?

Military mistakes were critically important in contributing to the fall of Rome. Roman officials stopped requiring troops to wear protective gear, and they allowed too many exemptions from the draft (Doc. B). Without proper body armor, the soldiers were vulnerable to attacks by skilled archers such as the Huns (Doc. D). Draft exemptions let too many men off the hook. Even bakers and cooks were not required to serve (Doc. B). Because of these mistakes, the Roman military became much weaker, both in the way they prepared and fought, and in the number and quality of troops they had to defend and expand the empire.

Task:

Highlight the baby thesis.

How many pieces of evidence are cited in this paragraph?

What does the writer do every time he brings in evidence?

The decay in the economic and civic life of Rome was the second-most important reason for the eventual fall of the empire. Wasteful extravagance of emperors, the high cost of fighting wars, and a tax system that was a huge burden for average citizens led to many problems in Rome, including low morale (Doc. E). Many citizens felt that the Roman leadership was corrupt and that they would be better off being ruled by foreign invaders (Doc. E). The strain on the tax system fed the problem of inadequate military equipment; without money, the military couldn't operate effectively and the empire was made more vulnerable.

Task:

1. Find and highlight all the evidence used in this paragraph.
2. In a different color, highlight the argument.

What makes this a good baby thesis?

Take Note: **argument** comes from the writer's head, and explains **how** the evidence supports the baby thesis.

Rome might have survived these challenges—or avoided them altogether—if the men at the top ruled with consistency. The fifty-year period from 235-285 C.E. had a devastating effect on Rome. There were 22 different emperors, at least 12 of whom were assassinated by other power-hungry officials (Doc. A).

What words in the baby thesis make it clear that this is the MOST important reason for the fall of Rome?

Task:

In the space provided, write the **argument** by explaining how the evidence supports the baby thesis.

The multiple emperors would have given the people a reason to stop trusting their leaders and following the rules. Once you a leader loses subjects, legitimacy to government fell.

Although there were many key causes that led to the “fall” of the Roman Empire, it was the political instability that was the most important. It helped spark the other problems, including military mistakes and economic and civic decay that in turn led to foreign invasions (Doc. C) and an inability to bounce back from the natural catastrophes such as earthquakes or epidemics (Doc. F).

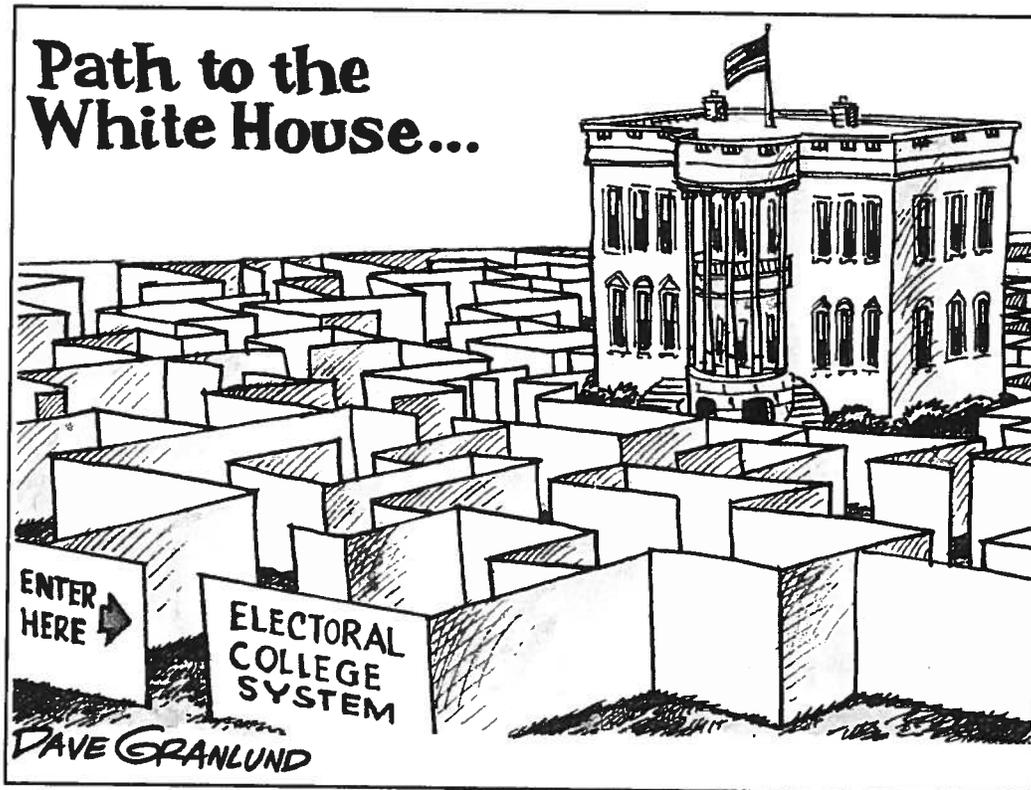
What role does the conclusion play in the essay?

Task:

Write a clincher sentence that declares the importance of knowing the causes of the fall of Rome.

Therefore ~~the combined~~ reasons led to the fall of political stability in the empire & a stable & successful government.

Should the Electoral College Be Abolished?



Source: Dave Granlund, November 3, 2008

EV

Overview: Are the people smart enough to choose their own leader? The framers at the Constitutional Convention in 1787 weren't so sure. They believed it wasn't a good idea for the people to elect the president directly. They were also working to balance the needs of small and large states, as well as slave and free states. Out of these concerns came the decision that the president would be elected indirectly. The method is known as the Electoral College. This Mini-Q will look at the question of whether it is time to abolish the Electoral College.

The Documents:

- Document A: Electoral Votes by State (map)
- Document B: 1980 and 1992 Presidential Elections (chart)
- Document C: A Political Scientist and a Senator
- Document D: Population and Electoral Votes (chart)
- Document E: An Historian and a Political Pundit
- Document F: Electoral Vote Tie
- Document G: Four Presidential Elections (chart)

A Mini Document Based Question (Mini-Q)

Hook Exercise: What Makes an Election Fair?

Directions: You are the producers of a popular television talent show called *American Superstar*. The three finalists are chosen by a panel of experts. The overall winner is determined by calls from viewers. There have been quite a few complaints about the voting process. Some people think it is unfair because voters in a few big cities, like Los Angeles and New York, can basically pick the winners. If voters live in a small town in Montana, for example, they feel their vote doesn't count. As a producer for *American Superstar*, you are considering changing the voting process. Look at the proposed ideas, then answer the questions.

EV

Ideas:

- A. Give each state a certain number of *American Superstar* votes based on their population. The contestant with the most votes from each state wins all that state's *Superstar* votes. To make sure fans in the smaller states feel that their votes count, give the ten smallest states extra *Superstar* votes.
- B. Leave the system alone. Just have people vote – the person who gets the most votes from across the nation wins.

Questions:

1. Working with your co-producers, choose one of the options above. If you don't like A or B, you may come up with a different voting process.
2. Explain your choice.

Should the Electoral College Be Abolished?

EV

Several years after the United States was founded, the Constitutional Convention met to decide how the new nation would govern itself. Government had been based on the Articles of Confederation, which had virtually no executive branch—that is, no single leader, such as the president. It was clear that such a leader was necessary. The Convention created the offices of president and vice president. But the delegates bitterly remembered how Britain had abused its power when it ruled the American colonies. They knew the leader’s power needed limits. They also knew that the leader must be chosen in an informed process that would consider the wishes of every citizen without giving too much weight to any one group.

In general, the delegates did not believe the president and vice president should be chosen by a **direct popular vote** of the people. They did not trust that voters would have enough information to make a good choice. Instead, the delegates settled on a system involving an **Electoral College**. In this system, the president and vice president are chosen indirectly. The Electoral College system works like this:

- All states and the District of Columbia get one electoral vote for each of their US senators and representatives. For example, California, the most populous state, has 53 members in the House of Representatives and 2 senators, so it has 55 electoral votes.

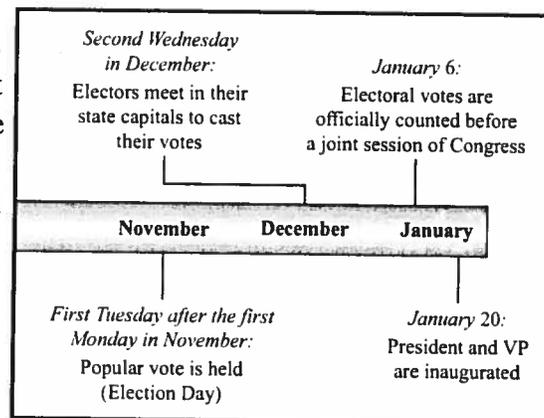
- Each state has a **slate of electors** for each presidential candidate. When citizens vote in the presidential election, they are really voting for the slate of electors.

- In 48 states and the District of Columbia, whichever candidate wins the most votes in the state wins the state’s electoral votes. This is called the **winner-take-all** method.

- A candidate must receive a majority (one more than half) of the electoral votes to be declared president. If no one obtains a **majority**, the US House of Representatives selects the president from the top three contenders. In that case, each state gets one vote.

There are no set qualifications for being an elector. Members of Congress and certain other federal officeholders are not allowed to be electors. The Constitution lets state legislatures decide how the electors are chosen. In many states, the legislature leaves the decision up to the political parties or the candidates themselves. The political parties use the job of elector as a reward for important people in the party.

Following the popular vote, the electors cast their votes, one for president and one for vice-president. Electors are required to cast at least one of these votes for someone from outside their state. Since electors are chosen by the political parties, they are usually loyal to their party in their votes.



As with many compromises, the Electoral College solution leaves many people unhappy. Some people believe the Electoral College system undercuts the basic principle of representative government—that one person should have one vote. Other people believe that, like many other legacies of the founders, the Electoral College may be flawed, but it’s still the best system for our democracy.

Is the Electoral College a good system for electing the president and vice president in the 21st century? Some people think it is still a workable approach for our federal system. Others think it is undemocratic and should be abolished or changed. Read the documents and decide: *Should the Electoral College be abolished?*

Background Essay Questions

EV

1. Why do you think delegates to the Constitutional Convention might have had a difficult time deciding how to choose the president and vice president?
2. How did the Electoral College help to overcome the delegates' concerns about uninformed voters?
3. How many electors does each state have? How does that help the small states?
4. According to the time line, when is the President of the United States really chosen?
5. What happens if no one gets a majority of the electoral votes?
6. Define these terms:

direct popular vote

Electoral College

slate

electors

winner-take-all

majority

Timeline

- 1787** – Constitutional Convention approves Electoral College system.
- 1788** – Constitution ratified.
- 1800** – Thomas Jefferson and Aaron Burr tie in the Electoral College. The election is decided in the House of Representatives.
- 1824** – Election decided by House of Representatives. John Quincy Adams, who was second in the popular vote, elected.
- 1860** – Abraham Lincoln wins less than 40 percent of the popular vote but wins in the Electoral College.
- 1876** – Rutherford B. Hayes loses the popular vote but wins the electoral vote.
- 1888** – Benjamin Harrison loses the popular vote but wins the electoral vote.
- 2000** – George W. Bush loses the popular vote but wins the electoral vote.

Understanding the Question and Pre-Bucketing

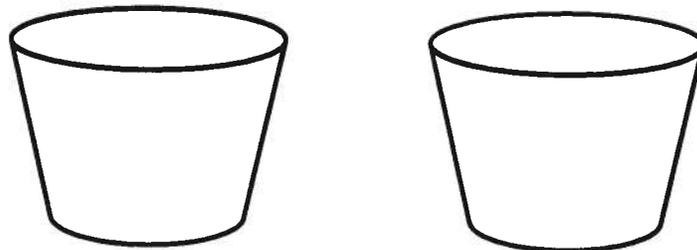
Understanding the Question

1. What is the analytical question asked by this Mini-Q?
2. What terms in the question need to be defined?
3. Rewrite the question in your own words.

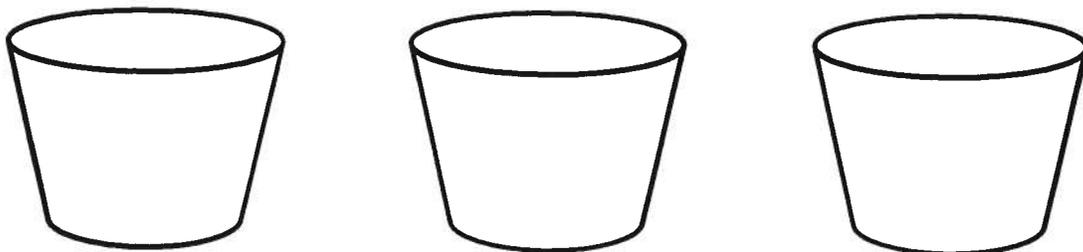
EV

Pre-Bucketing

Directions: Using clues from the Mini-Q question and the document titles on the cover page, think of possible analytical categories and label the buckets. We recommend a two-step process.



THEN

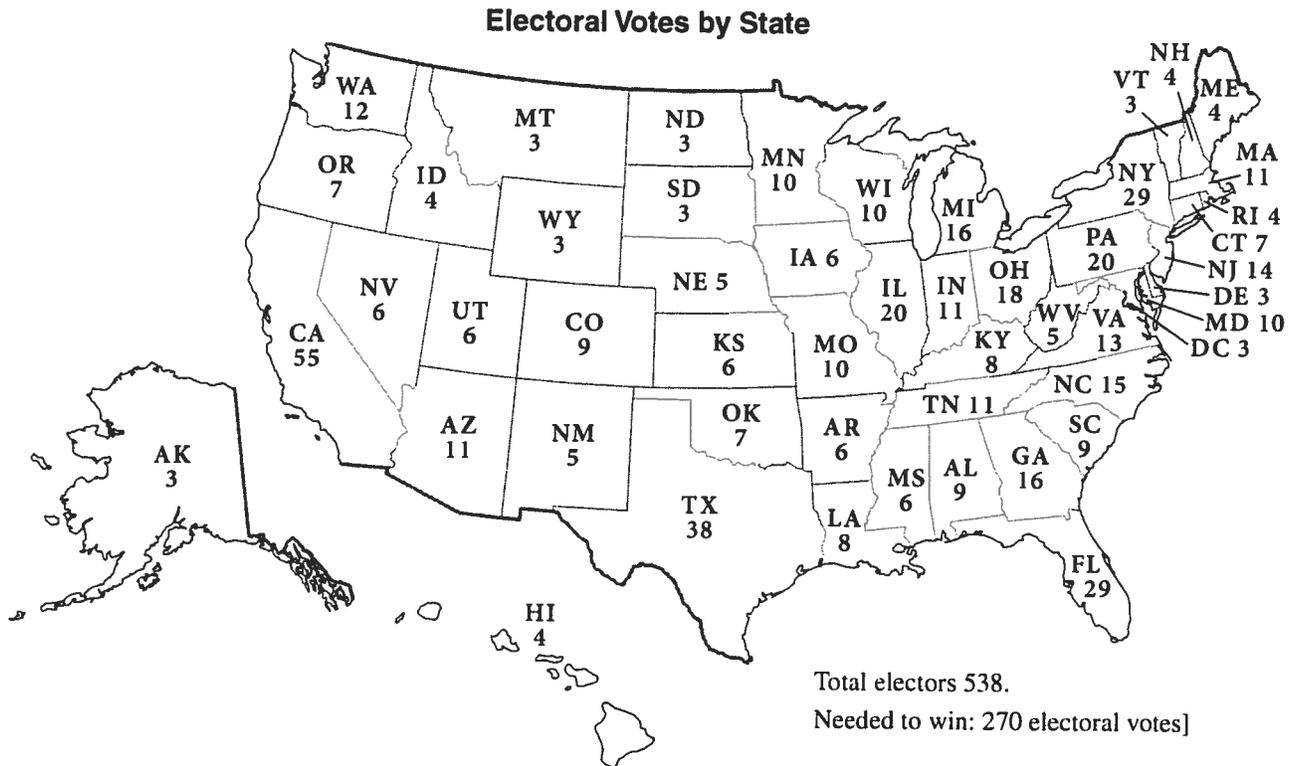


Document A

Source: Map created from various sources, 2012.

Note: The number of electoral votes per state is apportioned (distributed) every ten years based on the results of the US Census. A state's number of electors is tied to its number of Congressional representatives: one for each senator and one for each member of the House. Therefore, the changing population affects not only representation but also how many electoral votes a state has. A state can never have fewer than three electors.

EV

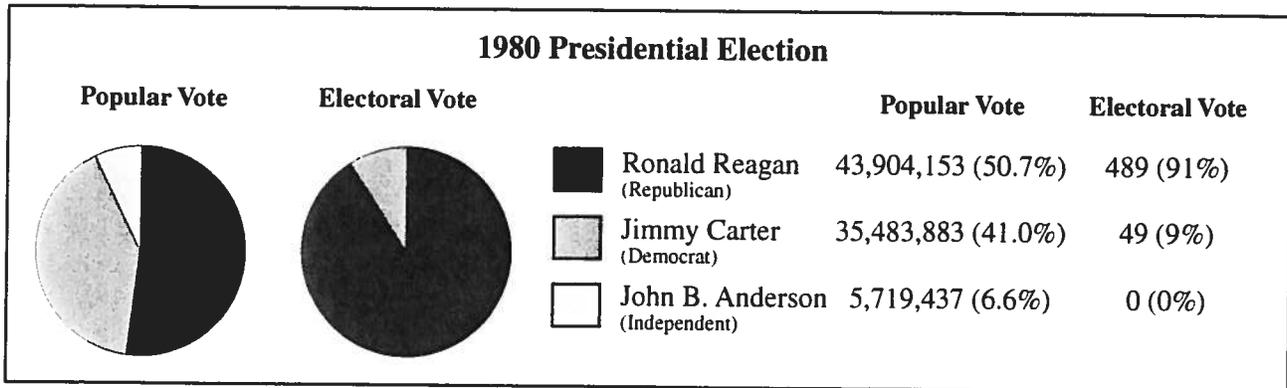


Document Analysis

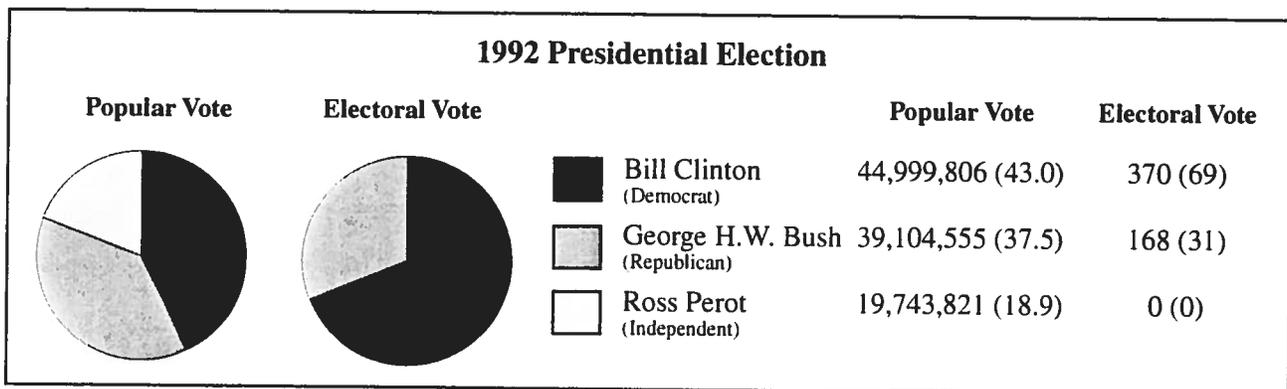
1. Which two states have the most electoral votes? How many do they have?
2. What is the fewest number of electoral votes any state has? Why is this the smallest number any state can have?
3. Find your state on the map. How many electoral votes does your state have?
4. Draw a line across the center of your map horizontally. Draw another line across the center of your map vertically. You have created four large regions of the United States. Could a candidate win if he/she had no support in any one of these regions? Explain.
5. What is the smallest number of states a candidate could win and win the Electoral College? Remember, you need 270 votes to win.
6. How could this document help support abolishing or keeping the Electoral College?

Document B

Source: Various sources.



EV



Document Analysis

1. What percentage of the popular vote did Reagan win in 1980? Carter? Anderson? What percentage of the electoral vote did each candidate win?
2. What percentage of the popular vote did Clinton receive in 1992? Bush? Perot? What percentage of the electoral vote did each candidate win?
3. How would you describe the results of the popular vote in these two elections? How would you describe the results of the electoral vote in these two elections?
4. What effect does the Electoral College seem to have on the chances of a third-party or independent candidate?
5. What benefit might having a larger Electoral College majority give the person who wins the election?
6. How could this document help you argue for or against the Electoral College being abolished?

Document C

Source: John Samples, "In Defense of the Electoral College," Cato Institute, November 10, 2000.

...the Electoral College makes sure that the states count in presidential elections. As such, it is an important part of our federalist system—a system worth preserving. Historically, federalism [the combination of a central government with some authority given to state and local governments] is central to our grand constitutional effort to restrain power.

EV

Source: Mitch McConnell, from "Introduction" in *Securing Democracy: Why We Have an Electoral College*, edited by Gary L. Gregg II, 2008.

Is the Electoral College method of presidential selection the easiest to understand or the most efficient in its execution? No. But our system is not designed to be simple and efficient. It is designed to promote good government and legislation that forwards the common good of a large and diverse nation. For two centuries it has done a pretty good job at that. Every day when I walk into my Senate office, I am thankful for the complexities and inefficiencies that have contributed to the freedom and prosperity we know in America. Though it may never have functioned as intended, the Electoral College has been the linchpin of American political prosperity. It has formed our political parties, moderated our more extreme elements, and forged the presidential campaigns that have given direction to our ship of state.

Document Analysis

1. Does John Samples believe that government power should be increased or limited?
2. Samples says that the Electoral College helps preserve the federalist structure of our government. What is a federalist structure? In Samples's view, how does the Electoral College help preserve it?
3. Why does Mitch McConnell believe the inefficiency of elections is actually a positive thing?
4. Compare and contrast Samples's and McConnell's views about the Electoral College.
5. How could this document help you argue for keeping the Electoral College?

Document D

Source: George C. Edwards, *Why the Electoral College Is Bad for America*, New Haven, CT: Yale University Press, 2004.

The Electoral College violates political equality. It is not a neutral counting device.... (I)t favors some citizens over others, depending solely upon the state in which voters cast their votes for president. . . .

EV

Source: Chart created from various sources.

Comparison of Population and Electoral Votes (2010)		
State	Population	Electoral Votes
Alaska	710,231	3
Delaware	897,934	3
District of Columbia	601,723	3
Hawaii	1,360,301	4
Idaho	1,567,582	4
Maine	1,328,361	4
Montana	989,415	3
North Dakota	672,591	3
New Hampshire	1,316,470	4
Rhode Island	1,052,567	4
South Dakota	814,180	3
Vermont	625,741	3
Wyoming	563,626	3
<hr/>		
12 States + DC total	12,500,722	44
 Illinois	 12,830,632	 20

Document Analysis

1. What political principle does George Edwards say the Electoral College violates? How, according to Edwards, does it violate that principle?
2. Which has the larger population – Illinois or the other 12 states listed in the chart and the District of Columbia combined? Which has more electoral votes?
3. How does the chart illustrate Edwards’s point about political equality?
4. How could you use this document to argue that the Electoral College be abolished?

Document E

Note: The United States has historically had a two-party system. This means that there are only two major political parties. These are the parties that contend for and almost always win political office. Some other democracies have multi-party systems, where there are many more parties with a real chance of winning office.

Source: Arthur Schlesinger, Jr., "Electoral College Debate: Election 2000: It's a Mess, But We've Been Through It Before," *Time*, November 20, 2000.

EV

The abolition of state-by-state, winner-take-all electoral votes would speed the disintegration [falling apart] of the already weakened two-party system. It would encourage single-issue ideologues* and eccentric millionaires to jump into presidential contests. The multiplication of splinter parties** would make it hard for major-party candidates to win popular-vote majorities.

*ideologues: People who blindly support a particular idea or set of ideas

**splinter parties: Small parties with ideas outside the mainstream

Source: George Will, "Cheers for the Electoral College," *The Baltimore Sun*, April 19, 1992.

Even when the popular vote margin is wafer-thin, the winner-take-all electoral vote allocation tends to produce a winning margin that looks like national decisiveness. . . . (T)he system bolsters the two-party system by discouraging independent candidacies that splinter the electorate. It generates moderate mandates for parties that seek a broad consensus through [alliances] and accommodations.

Document Analysis

1. What does Arthur Schlesinger, Jr. say would happen if the Electoral College were abolished? Why does he think that is a problem?
2. What does George Will mean when he says independent candidates could "splinter the electorate"? Why would this be important?
3. Will says that the electoral vote produces a result that looks like "national decisiveness." Why might the appearance of decisiveness be important?
4. Schlesinger and Will both mention "splinter" parties and candidates. How does each writer feel about such candidates? Compare their views.
5. How could this document be used to support keeping the Electoral College?

Document F

Source: Bradford Plumer, "The Indefensible Electoral College," *Mother Jones*, October 8, 2004.

Perhaps most worrying is the prospect of a tie in the electoral vote. In that case, the election would be thrown to the House of Representatives, where state delegations vote on the president. (The Senate would choose the vice-president.) Because each state casts only one vote, the single representative from Wyoming, representing 500,000 voters, would have as much say as the 55 representatives from California, who represent 35 million voters.

EV

Document Analysis

1. What is Plumer's concern about a tie in the Electoral College? Why does he think this would be a bad outcome?
2. Plumer provides numbers to support his argument. How do these numbers show inequality?
3. How do you think voters would respond if the House of Representatives were to decide the outcome of a presidential election?
4. How could this document help you argue for abolishing the Electoral College?

Document G

Source: Various Sources.

Four Presidential Elections

	Candidate	Popular Vote	Electoral Vote
1824	Adams	113,122	84 (winner)
	Clay	47,531	37
	Crawford	40,856	41
	Jackson	151,271	99
1876	Hayes	4,036,572	185 (winner)
	Tilden	4,282,020	184
1888	Harrison	5,443,892	233 (winner)
	Cleveland	5,534,488	168
2000	G. W. Bush	50,456,002	271 (winner)
	Gore	50,999,897	266
	Nader	2,882,955	0

EV

Document Analysis

1. What generalization can you make about these four presidential elections?
2. From your general knowledge of how the Electoral College system works, what government body finally elected John Quincy Adams president in 1824?
3. Explain how it is possible for a candidate like Hayes to lose the popular vote and win the election.
4. How could this document be used to argue that the Electoral College should be abolished?

Appendix E

SUPREME COURT SIMULATION

(Suggested time: 40 minutes)

The teacher organizes the students into three groups. The **first group** consists of the Supreme Court Justices. One justice is designated as the Chief Justice. The **second group** consists of lawyers for Hazelwood School District (which represents Hazelwood East High School). The **third group** consists of lawyers for the student journalists, including Kuhlmeier. Hazelwood School District is the petitioner. Kuhlmeier is the respondent.

Procedures for Modified Oral Arguments

1. The Chief Justice swears in student justices.
2. The Court timekeeper signals time limits to speakers.
3. The teacher chooses a student marshal who announces the opening of the court session using the Supreme Court cry.
4. The Chief Justice calls the Court to order, announces the case, and asks the petitioner to begin.
5. Student attorneys for petitioner argue **(10 minutes)**.
6. Student attorneys for respondent argue **(10 minutes)**.
7. Student attorney for petitioner – rebuttal **(5 minutes)**.
8. Student attorney for respondent – rebuttal **(5 minutes)**.
9. Justices deliberate in front of audience **(5 minutes)**.
10. A justice in the majority announces decision(s) from the bench, each student justice explains his/her rationale to the audience **(5 minutes)**.

Student Justices Preparation

Following are points that the student justices might want to consider as they prepare questions to ask the lawyers:

- What is an open-ended question? Give some examples.
- What is the best way to get at the heart of an issue? How do you find the core issue?
- Apply the lawyers' arguments to a similar situation that has some different facts. Ask the lawyers whether their arguments would still hold up in that situation.
- Purposely try to find exceptions to the lawyers' arguments and point them out to the lawyers. What would be the appropriate response under these circumstances?

Student Lawyer Preparation

If there are a large number of students present, the student lawyers for both the respondent and petitioner select three persons to present their case to the Court. Two lawyers present the main case to the Court. The third lawyer presents the rebuttal case. Justices may ask questions of the attorneys after the first two minutes of presenting the case.

Note

It is important to remember that this is a simulation of oral arguments in the Supreme Court and not a trial. No evidence is collected and no witnesses are called. The lawyers for both sides are simply putting forth their best legal arguments, and answering any questions that the justices may have.

LANDMARK SUPREME COURT CASES

Marbury v. Madison (1803)

Holding: *Established the doctrine of judicial review.*

In the Judiciary Act of 1789, Congress gave the Supreme Court the authority to issue certain judicial writs. The Constitution did not give the Court this power. Because the Constitution is the Supreme Law of the Land, the Court held that any contradictory congressional Act is without force. The ability of federal courts to declare legislative and executive actions unconstitutional is known as judicial review.

McCulloch v. Maryland (1819)

Holding: *The Constitution gives the federal government certain implied powers.*

Maryland imposed a tax on the Bank of the United States and questioned the federal government's ability to grant charters without explicit constitutional sanction. The Supreme Court held that the tax unconstitutionally interfered with federal supremacy and ruled that the Constitution gives the federal government certain implied powers.

Brown v. Board of Education (1954)

Holding: *Separate schools are not equal.*

In *Plessy v. Ferguson (1896)*, the Supreme Court sanctioned segregation by upholding the doctrine of "separate but equal." The National Association for the Advancement of Colored People disagreed with this ruling, challenging the constitutionality of segregation in the Topeka, Kansas, school system. In 1954, the Court reversed its *Plessy* decision, declaring that "separate schools are inherently unequal."

Cooper v. Aaron (1958)

Holding: *States cannot nullify decisions of the federal courts.*

Several government officials in southern states, including the governor and legislature of Alabama, refused to follow the Supreme Court's *Brown v. Board of Education* decision. They argued that the states could nullify federal court decisions if they felt that the federal courts were violating the Constitution. The Court unanimously rejected this argument and held that only the federal courts can decide when the Constitution is violated.

Mapp v. Ohio (1961)

Holding: *Illegally obtained material cannot be used in a criminal trial.*

While searching Dollree Mapp's house, police officers discovered obscene materials and arrested her. Because the police officers never produced a search warrant, she argued that the materials should be suppressed as the fruits of an illegal search and seizure. The Supreme Court agreed and applied to the states the exclusionary rule from *Weeks v. United States (1914)*.

Gideon v. Wainwright (1963)

Holding: *Indigent defendants must be provided representation without charge.*

Gideon was accused of committing a felony. Being indigent, he petitioned the judge to provide him with an attorney free of charge. The judge denied his request. The Supreme Court ruled for Gideon, saying that the Sixth Amendment requires indigent criminal defendants to be provided an attorney free of charge.

Miranda v. Arizona (1966)

Holding: *Police must inform suspects of their rights before questioning.*

After hours of police interrogations, Ernesto Miranda confessed to rape and kidnapping. At

trial, he sought to suppress his confession, stating that he was not advised of his rights to counsel and to remain silent. The Supreme Court agreed, holding that police must inform suspects of their rights before questioning.

Terry v. Ohio (1968)

Holding: *Stop and frisks do not violate the Constitution under certain circumstances.*

Observing Terry and others acting suspiciously in front of a store, a police officer concluded that they might rob it. The officer stopped and frisked the men. A weapon was found on Terry and he was convicted of carrying a concealed weapon. The Supreme Court ruled that this search was reasonable.

U.S. v. Nixon (1974)

Holding: *The President is not above the law.*

The special prosecutor in the Watergate affair subpoenaed audio tapes of Oval Office conversations. President Nixon refused to turn over the tapes, asserting executive privilege. The Supreme Court ruled that the defendants' right to potentially exculpatory evidence outweighed the President's right to executive privilege if national security was not compromised.

Texas v. Johnson (1989)

Holding: *Even offensive speech such as flag burning is protected by the First Amendment.*

To protest the policies of the Reagan administration, Gregory Lee Johnson burned an American flag outside of the Dallas City Hall. He was arrested for this act, but argued that it was symbolic speech. The Supreme Court agreed, ruling that symbolic speech is constitutionally protected even when it is offensive.

LANDMARK SUPREME COURT CASES ABOUT TEENS

Engel v. Vitale (1962)

Holding: *School initiated-prayer in the public school system violates the First Amendment.*
In the New York school system, each day began with a nondenominational prayer acknowledging dependence upon God. This action was challenged in Court as an unconstitutional state establishment of religion in violation of the First Amendment. The Supreme Court agreed, stating that the government could not sponsor such religious activities.

Tinker v. Des Moines (1969)

Holding: *Students do not leave their rights at the schoolhouse door.*

To protest the Vietnam War, Mary Beth Tinker and her brother wore black armbands to school. Fearing a disruption, the administration prohibited wearing such armbands. The Tinkers were removed from school when they failed to comply, but the Supreme Court ruled that their actions were protected by the First Amendment.

Goss v. Lopez (1975)

Holding: *Students are entitled to certain due process rights.*

Nine students at an Ohio public school received 10-day suspensions for disruptive behavior without due process protections. The Supreme Court ruled for the students, saying that once the state provides an education for all of its citizens, it cannot deprive them of it without ensuring due process protections.

Hazelwood v. Kuhlmeier (1988)

Holding: *Administrators may edit the content of school newspapers.*

The principal of Hazelwood East High School edited two articles in the school paper *The Spectrum* that he deemed inappropriate. The student authors argued that this violated their First Amendment right to freedom of speech. The Supreme Court disagreed, stating that administrators can edit materials that reflect school values.

New Jersey v. T.L.O. (1985)

Holding: *Students have a reduced expectation of privacy in school.*

A teacher accused T.L.O. of smoking in the bathroom. When she denied the allegation, the principal searched her purse and found cigarettes and marijuana paraphernalia. A family court declared T.L.O. a delinquent. The Supreme Court ruled that her rights were not violated since students have reduced expectations of privacy in school.

Bethel School District #43 v. Fraser (1987)

Holding: *Students do not have a First Amendment right to make obscene speeches in school.*

Matthew N. Fraser, a student at Bethel High School, was suspended for three days for delivering an obscene and provocative speech to the student body. In this speech, he nominated his fellow classmate for an elected school office. The Supreme Court held that his free speech rights were not violated.

Santa Fe Independent School District v. Doe (2000)

Holding: *Students may not use a school's loudspeaker system to offer student-led, student-initiated prayer.*

Before football games, members of the student body of a Texas high school elected one of their classmates to address the players and spectators. These addresses were conducted

over the school's loudspeakers and usually involved a prayer. Attendance at these events was voluntary. Three students sued the school arguing that the prayers violated the Establishment Clause of the First Amendment. A majority of the Court rejected the school's argument that since the prayer was student initiated and student led, as opposed to officially sponsored by the school, it did not violate the First Amendment. The Court held that this action did constitute school-sponsored prayer because the loudspeakers that the students used for their invocations were owned by the school.

Board of Education of Independent School District #92 of Pottawatomie County v. Earls (2002)

Holding: *Random drug tests of students involved in extracurricular activities do not violate the Fourth Amendment.*

In *Veronia School District v. Acton (1995)*, the Supreme Court held that random drug tests of student athletes do not violate the Fourth Amendment's prohibition of unreasonable searches and seizures. Some schools then began to require drug tests of all students in extracurricular activities. The Supreme Court in *Earls* upheld this practice.

Zelma v. Simmons-Harris (2002)

Holding: *Certain school voucher programs are constitutional.*

The Ohio Pilot Scholarship Program allowed certain Ohio families to receive tuition aid from the state. This would help offset the cost of tuition at private, including parochial (religiously affiliated), schools. The Supreme Court rejected First Amendment challenges to the program and stated that such aid does not violate the Establishment Clause.

Grutter v. Bollinger (2003)

Holding: *Colleges and universities have a legitimate interest in promoting diversity.*

Barbara Grutter alleged that her Equal Protection rights were violated when the University of Michigan Law School's attempt to gain a diverse student body resulted in the denial of her admission's application. The Supreme Court disagreed and held that institutions of higher education have a legitimate interest in promoting diversity.

Roper v. Simmons (2005)

Holding: *It is cruel and unusual punishment to execute persons for crimes they committed before age 18.*

Matthew Simmons was sentenced to death for the murder of a woman when he was 17 years of age. In the 1988 case *Thompson v. Oklahoma*, the Supreme Court ruled that executing persons for crimes committed at age 15 or younger constitutes cruel and unusual punishment in violation of the Eighth Amendment. Roper argued that "evolving standards of decency" prevented the execution of an individual for crimes committed before the age of 18. A majority of the Supreme Court agreed with Roper, and held that to execute him for his crime would violate the Eighth Amendment.

FIRST AMENDMENT: SOCIAL MEDIA AND STUDENT RIGHTS

This highly interactive program combines the vampire craze and social media to give high school students the opportunity to wrestle with a current issue by participating in a trial and jury deliberations. The program applies the precedent set in *Hazelwood v. Kuhlmeier*, the school newspaper censorship case, to a fictional scenario.

About These Resources

Use the resources with either an [Oxford style debate](#) or a scripted jury trial.

- Analyze the [facts and case summary](#) for *Hazelwood v. Kuhlmeier*.
- The [fictional scenario](#) is based on the landmark Supreme Court case *Hazelwood v. Kuhlmeier*.
- Detailed [procedures](#) (pdf) provide additional information about the program and how to facilitate it in a courtroom or classroom.
- A sample [agenda](#) (pdf) for use in the courtroom.
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How to Use These Resources

One Scenario – Two Format Options

The same scenario is used for the two formats offered – an Oxford style debate, and a scripted witness stand exchange. Both formats can be used in a classroom or a courtroom. If the event is staged in a courtroom, a federal judge presides and two attorneys serve as coaches. If the program is presented in a classroom, the teacher facilitates and students play all of the parts.

Option 1: In the Oxford style debate, the (1) [scenario](#), (2) [procedures](#), and (3) [agenda](#) stimulate lively courtroom interactions among the students, the host federal judge, and volunteer attorney coaches. Eight students, selected by their teacher(s) in advance, are attorneys on opposing sides of the issues. (4) They use suggested [talking points](#) with prepared judge's questions that they are provided in advance. The judge also asks spontaneous, follow-up questions to elicit their opinions. All other students serve as jurors who deliberate in a virtual jury room in the gallery of the courtroom.

Option 2: A [scripted witness stand simulation](#) involves 15 speaking parts. A federal judge and two student judges preside two adult attorneys make the unscripted opening statements. Student lawyers and witnesses do a scripted witness stand exchange. Two student lawyers present the unscripted closing arguments based on notes they take during the testimony. All other students are active jurors who deliberate in small groups. Each jury must reach a unanimous verdict. The winning team is determined by the majority of jury verdicts in its favor.

Debate Materials for Teachers

The program materials are reviewed by the teachers before selecting the student attorneys. The student attorneys are the only students who receive the materials in advance. Student attorneys should be prepared to read the talking points comfortably so that everyone can easily hear and understand them, but they shouldn't memorize the points. The student

jurors read the fictional scenario for the first time when they arrive in the courtroom.

Fictional Scenario in Brief

Students forming a vampire club called The Fangtastics at school post vampire-related content on the student wall of their high school's official FaceLook fan page. When the principal decides not to recognize The Fangtastics as a legitimate school club because she believes it endorses dangerous cult activity, a student posts a critical satire about the decision on the student wall. The student administrator of the wall does not remove the satire or related student postings. The principal claims that all the students violated school policies by posting content that threatened a safe and efficient learning environment. The students claim that their First Amendment rights were violated and sue the principal and the school district in federal court.

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FACTS AND CASE SUMMARY

Facts and case summary for *Hazelwood v. Kuhlmeier*, 484 U.S. 260 (1988)

The First Amendment rights of student journalists are not violated when school officials prevent the publication of certain articles in the school newspaper.

FACTS

Students enrolled in the Journalism II class at Hazelwood East High School were responsible for writing and editing the school's paper *The Spectrum*. Two of the articles submitted for publication in the final edition of the paper contained stories on divorce and teenage pregnancy. The divorce article featured a story about a girl who blamed her father's actions for her parents' divorce. The teenage pregnancy article featured stories in which pregnant students at Hazelwood East shared their experiences.

To ensure their privacy, the girls' names were changed in the article. The school principal felt that the subjects of these two articles were inappropriate. He concluded that journalistic fairness required that the father in the divorce article be informed of the story and be given an opportunity to comment. He also stated his concerns that simply changing the names of the girls in the teenage pregnancy article may not be sufficient to protect their anonymity and that this topic may not be suitable for the younger students. As a result, he prohibited these articles from being published in the paper.

Because there was no time to edit the paper if it were to go to press before the end of the school year, entire pages were eliminated. The student journalists then brought suit to the U.S. District Court for the Eastern District of Missouri, alleging that their First Amendment rights to freedom of speech had been violated.

The U.S. District Court concluded that they were not. The students appealed to the U.S. Court of Appeals for the Eighth Circuit, which reversed the ruling, stating that the students' rights had been violated. The school appealed to the U.S. Supreme Court, which granted certiorari.

PROCEDURE

Lower Court:	Eighth Circuit
Lower Court Ruling:	Held: The decision of the principal to prohibit the publishing of certain student articles deemed to be inappropriate violates the student journalists' First Amendment free speech rights.
Supreme Court Ruling:	Held: Reversed the decision of the Eighth Circuit. The decision of the school principal to prohibit the publishing of certain articles deemed to be inappropriate does not violate the student journalists' First Amendment right of freedom of speech.
Supreme Court Vote:	5-3
Argued:	October 13, 1987
Decided:	January 13, 1988
Majority Opinion:	Justice White (joined by Chief Justice Rehnquist and Justices O'Connor and Scalia)
Dissenting Opinion:	Justice Brennan (joined by Justices Marshall and Blackmun dissenting)

ISSUES

Does the decision of a principal to prohibit the publishing of certain articles, which he deems inappropriate, in the school newspaper violate the student journalists' First Amendment right of freedom of speech?

REASONING

The U.S. Supreme Court held that the principal's actions did not violate the students' free speech rights. The Court noted that the paper was sponsored by the school and, as such, the school had a legitimate interest in preventing the publication of articles that it deemed inappropriate and that might appear to have the imprimatur of the school. Specifically, the Court noted that the paper was not intended as a public forum in which everyone could share views; rather, it was a limited forum for journalism students to write articles pursuant to the requirements of their Journalism II class, and subject to appropriate editing by the school.

Key Points to Remember

- The First Amendment protects the right to freedom of speech.
- *The Spectrum* was written by students in the Journalism II course as part of the requirements of that course.
- The articles in question were about divorce and teenage pregnancy. The subjects of both of these stories were students at Hazelwood East High School.
- The divorce article featured a story in which a girl blamed her father's actions for her parents' divorce, but the author did not adhere to journalistic standards by informing the father of the story and giving him an opportunity to respond.
- Although their names were changed, the principal was concerned that students may be able to recognize the identity of the girls who were interviewed for the pregnancy article.

RESOURCES

[First Amendment Center](#)

Haynes, Charles C., et al. *The First Amendment in Schools: A Guide from the First Amendment Center*. Virginia: ASCD (Association for Supervision and Curriculum Development) publications, 2003.

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988) ([Majority and dissenting opinions](#)).

Raskin, Jamin B. *We the Students: Supreme Court Cases for and About Students*, 2nd ed. Washington, D.C. Congressional Quarterly Press, 2003.

FICTIONAL SCENARIO

The Fictional Scenario is based on the landmark Supreme Court case *Hazelwood v. Kuhlmeier*. Use the fictional scenario with the [Oxford Style Debate](#) and the [scripted witness stand exchange](#) for the First Amendment and social media activity.

Students and Administrators Face Off on Their School's FaceLook Page

After budget cuts force Principal Mary Skinner to eliminate Forks High School's drama program, some students form their own drama group. They call themselves the Fangtastics and specialize in vampire stories to capitalize on the current vampire craze in books, movies, and television.

The Fangtastics perform plays in the community and do community service, including sponsoring a record-setting blood drive, at which they wear vampire costumes to promote the cause. As a result, The Fangtastics are selected by a student committee to perform in the school's annual talent show. On the day of the show, the members appear at school in vampire costumes and makeup. During class, they stay in character and complain when they have to sit near classroom windows, since vampires are sensitive to light. During lunch, one of the members sips from a large glass jar filled with tomato juice labeled "Bloody Mary Skinners."

The performance at the talent show is enthusiastically received by the student audience. The group decides to apply for club status, which would allow them to use the school theater and appear in the yearbook as an official club. Principal Mary Skinner denies the request after receiving reports about the members' behavior on the day of the talent show. She suspects the group is becoming a cult and is concerned that the members will continue to disrupt the learning environment and even threaten the safety of the students, teachers, and administration.

Randy Cullen, the leader of the Fangtastics, protests the Principal's decision by posting a satirical poem on the school's FaceLook page, a social media site similar to MySpace and Facebook. The school created the site and assigned senior Alex Swan, who reports to the Principal, to monitor the content. The monitor's job is to ensure that all postings comply with the school policy prominently displayed on the page. The policy restricts postings to those that are "school related and in good taste." Alex is responsible for accepting students as "friends" so that they can post comments. Alex is told to accept only student postings and to alert the Principal if any of the material violates the policy.

Although Alex does not notify the Principal that a satirical poem is posted on the school's site, football player Chris Black makes the Principal aware of it. She immediately orders Alex to remove it. The Principal also requires the monitor to "defriend" all of the Fangtastics to bar them from posting more questionable material.

Randy's parents support him in his decision to sue the Principal for violating the First Amendment right to free speech. The Principal and the school respond to the complaint filed in federal court with their own assertion. They contend that the student's poem is not protected free speech and that censoring the poem and restricting the students' access to the FaceLook page are within the bounds of the Principal's authority to maintain a stable and productive learning environment.

Social Media and Student Rights: *Student Rights, Wrongs, and Responsibilities*

Suggested Procedures

Learning Objectives That Support National Social Studies Standards

- To give every participant – student attorneys and jurors – an opportunity to debate a teen relevant topic before a federal judge in a courtroom, coached by two attorneys.
- To introduce students to the concept of precedent by applying *Hazelwood v. Kuhlmeier* to a fictional high school social media scenario.

Program Overview in a Nutshell

After the large-group orientation by volunteer attorney coaches, and some small-group time working with the student attorneys, the courtroom arguments begin. Student attorneys argue scripted talking points – and their own opinions, if they wish to add them – in response to three scripted questions raised by the host judge. The student attorneys are pre-selected by their teachers. They are the only students who have access to the materials in advance. They must be able to read the points comfortably, but not memorize them. Student attorneys present their points on each side of the judge's questions. Closing arguments are presented by either the fourth student attorney on each team, or the adult attorney coach, or by a combination of the student and adult attorney on each side.

All other students are jurors, who do not see the advance materials. They participate fully in the courtroom action during the virtual jury deliberations. The floor is opened to student jurors who voice their opinions and debate the issues – as if they were in a jury room. The judge does not raise questions and the jurors cannot interact with the student attorneys, adult attorneys, or judge – just each other – because they are in a virtual jury room right in the courtroom. This gives the student attorneys and adults a fascinating window into the jury room.

When the deliberations wind down (in 20-30 minutes) the judge asks for a show of hands to determine which side of the issues prevailed. The *moderator* counts the hands and declares the winner. The attorney coaches debrief with an explanation of the Supreme Court ruling in *Hazelwood v. Kuhlmeier*. They apply the precedent to the fictional scenario. The program ends with a Q/A session, informal social time, and (optional) lunch.

Logistics . . .

Orientation

As the participants settle in the courtroom, they receive a one-page (front and back) scenario describing the FaceLook controversy at fictional Forks High School. The attorney coaches work with the student attorneys for a few minutes while the other students are seated. The attorney coaches present background about the precedent-setting case *Hazelwood v. Kuhlmeier* that will be applied to the fictional scenario. They take the students through the fictional vampire scenario and explain how the arguments and jury deliberations will be conducted in the courtroom. The orientation prepares the students for full participation. After the orientation, the group takes a break to give the student attorneys an opportunity to work with their attorney coaches for a few more minutes.

Roles

Program Moderator: This person does not need to be a lawyer. He/she facilitates the program and keeps it moving. Notes for the *moderator* are in **bold italics** throughout the procedures.

Judge: In advance, the judge takes 30 minutes to review the program materials, agenda, and talking points. In the courtroom, the judge asks the scripted questions that the students are prepared to answer with their scripted arguments. Gauging each student's comfort level, the judge follows up with a spontaneous question or two for each student attorney.

Student Attorneys: Four students on each side of the issue (total of eight students) have been pre-selected by their teacher(s). They have reviewed the materials in advance. They should be able to read the scripted arguments easily, but should not memorize them. The arguments start with the easiest points to make, which are read by student attorney #1 on each side and get progressively more difficult for student attorneys #2 and #3, who also are reading scripted remarks. Student attorney #4 is not scripted. This role should be given to a student who can summarize the key points and make closing arguments based on his/her notes and thoughts during the debate. In this way, the program is designed for students of all abilities and aptitudes and willingness to participate on different levels.

Attorney Coaches: Two attorneys (one for each side) review the materials in advance, for about an hour. On the day of the program, they work with the students in the courtroom (1) while the other students are settling down, (2) during the break before the debate begins, and (3) at the counsel tables during the debate in front of the judge. After the closing arguments, the attorney coaches may help the student jurors form their arguments when the jurors work in two smaller groups for a few minutes before the deliberations start. When the deliberations start, the attorneys may no longer be involved.

Jurors: All other students are jurors. All students can be actively involved, regardless of abilities and aptitudes. The jurors sit in the audience gallery. (1) **During the arguments**, all jurors have the opportunity to move from one side of the gallery to the other to sit behind the team whose statements they agree with, for the moment. (2) **After the arguments**, jurors sit on the side of the courtroom behind the team whose position they, finally, support. (3) **Once they have chosen sides**, the jurors gather together in the gallery behind the team they support and work with the adult attorney coaches for a few minutes to prepare arguments that support their side. (4) **When the moderator decides it is time, the attorneys return to their counsel tables and the deliberations in the gallery begin.** Jurors on each side raise opinions and questions that challenge the jurors on the other side of the gallery. (5) **At the end of the debate**, jurors vote for the side that persuaded them.

More Logistics . . .

Courtroom Arguments: Scripted and Unscripted Questions and Answers

The judge asks scripted questions that are in the advance materials. The students respond with scripted answers in the advance materials. The judge follows up with each student attorney by asking an unscripted question or two. Students offer their own opinions in response to the spontaneous questions. There are no right or wrong answers.

Closing Arguments

The judge calls for the closing arguments from each team, starting with the affirmative. In advance of the courtroom program, the courthouse coordinator decides, in consultation with others, how the closing arguments should be handled. Here are three options:

- **Option 1:** The last (fourth) student for each side makes closing arguments based on his/her thoughts and notes during the debate. This is an excellent challenge for some students.
- **Option 2:** The adult attorney coaches can handle the closing arguments alone. This would eliminate the need for a fourth student debater.
- **Option 3:** The adult attorney coaches can do most of the closing arguments but include a fourth student to assist.

Virtual Jury Deliberations

After the closing arguments, the *moderator* opens the floor to the jurors for 20-30 minutes of preparation and virtual jury deliberations. Jurors are to address their arguments to each other – not the student attorneys, adult attorneys, or judge. This is the jurors' chance to deliberate and fully participate. Student questions and comments for the judge and attorneys are held until the debriefing session.

Jury Voting

At the conclusion of the deliberations, the judge asks the jurors to vote, by a show of hands, for the side of the question they support, based on all the arguments presented by each team of student attorneys. The *moderator* counts the votes and announces the results. The judge asks for volunteers to explain their votes.

Debriefing

The attorney coaches explain the Supreme Court's ruling in *Hazelwood v. Kuhlmeier* and how it applies to the fictional scenario. The judge starts the Q/A session about the debate, then opens the floor to any topic. The courtroom program concludes with social time and lunch.

**Social Media and Student Rights:
*Student Rights, Wrongs, and Responsibilities***

Suggested Agenda

9:00 – 9:15 a.m. <i>(15 minutes)</i>	Arrival in Courtroom and Settling In Before arriving, students have been selected to be the eight student attorneys. Once in the courtroom, they work with their adult attorney coaches at the counsel tables while the other students settle into the courtroom and read the fictional scenario for the first time. The moderator makes housekeeping announcements and reviews the agenda.
9:15 – 9:45 a.m. <i>(30 minutes)</i>	Attorney Coaches Present <ol style="list-style-type: none">1. Introduce themselves and their career paths.2. Provide background on Hazelwood v. Kuhlmeier and the concept of precedent.3. Introduce the fictional FaceLook scenario.4. Explain the format for the arguments and virtual jury deliberations.
9:45 – 10:00 a.m. <i>(15 minutes)</i>	Break Attorney coaches meet, again, with the student attorneys while the rest of the students continue to read the scenario and take a break.
10:00 a.m.	<i>The Host Judge Takes the Bench and Welcomes Everyone</i>
10:00 – 11:30 a.m. <i>(90 minutes)</i>	Attorney Arguments and Jury Deliberations Talking Points Closing Arguments Virtual Jury Deliberations (20-30 minutes) Jury Votes and the Judge Asks for Explanations of the Decision
11:30 – 11:50 a.m. <i>(20 minutes)</i>	Attorney Coaches Explain Apply Hazelwood v. Kuhlmeier Ruling After the attorney coaches debrief the precedent-setting case and how it applies to the fictional case, the judge starts the Q/A session taking questions about the arguments, then opens the discussion to any topic.
11:50 a.m. – Noon <i>(10 minutes)</i>	Social Time with the Host Judge and Attorney Coaches
Noon – 1:00 p.m. <i>(60 minutes)</i>	Lunch and Adjourn

TALKING POINTS

Applying *Hazelwood v. Kuhlmeier* to the fictional case of *The Vamps v. Principal Skinner*. This activity is based on a modified [Oxford style debate](#).

When school officials disallow the posting of certain student content on the school's FaceLook fan page are the student writers' free speech rights violated?

The Vamps v. Principal Skinner

Disrupting the Learning Environment. Are students' free speech rights violated when schools decide that specific speech may disrupt the learning environment?

Affirmative: Yes

Although school administrators must be given leeway to run a school efficiently, there is no evidence that the posting of the vampire satire and comments on the student wall would disrupt the learning environment. It cannot be assumed that the vampire postings would have been disruptive. The postings were presented as literary satire and the students' comments were thoughtful, academic analyses of the tension between the First Amendment and school policies. Just because the postings dealt with controversial topics is not sufficient reason for school authorities to censor them. If school administrators are preparing students to be responsible citizens, then students must be able to investigate and post comments on the Bill of Rights and other academic topics using social media. Because the school ban was clearly based on the content of the postings, it violated the students' First Amendment right to freedom of speech.

Negative: No

There are limits to free speech within a public school. While the government cannot prohibit speech based upon content under most circumstances, public school authorities must be given more leeway to restrict speech in order to run a school efficiently and maintain a learning environment. Among other factors, school authorities must consider whether particular speech will disrupt the learning environment. The postings on the student wall undermined Principal Skinner's authority and promoted a vampire cult. The postings were critical of Ms. Skinner's decision to deny recognition to a student vampire club as a legitimate school organization that can meet on campus, receive student body funds, and post its activities on the student wall. Ms. Skinner felt personally threatened by the postings of a group that she described as "centered on vampirism, a cult that promotes barbaric killing." As a principal responsible for her students, Ms. Skinner was legitimately concerned about the safe and efficient operation of the school. In light of this, she was obligated to prohibit the vampire-related student speech on the school's FaceLook fan page.

Unlimited Public Forum. Are school FaceLook pages on the Internet an unlimited public forum that schools do not have the authority to control?

Essentially, the school established an unlimited public forum when it launched its FaceLook page on the worldwide web which, by definition, is a free and unlimited forum. School officials do not have the authority to restrict content on the Internet, just as they do not have the authority to control content in other public media. FaceLook is called social media because it is just that – social. It is designed to facilitate connection and communication without censorship. In an unlimited forum, such as the web, views live and die in the marketplace of ideas, much as they should in a robust learning environment. Schools should function as unlimited public forums where ideas are explored – not suppressed. In addition, when the faculty named a student to be the FaceLook administrator for content on the student wall, the school delegated posting decisions to the students. The school cannot prohibit student postings just because the administration might misinterpret the content and find it controversial or offensive.

The state, including public school administrators, has always had authority to limit speech in certain situations. When school authorities control access to the activity, they may limit the content of speech to what they consider appropriate. Here, the principal stopped what she called "cult-promoting speech" on the school's official FaceLook fan page. The page was, obviously, a limited forum because it carried the school's logo, mascot, and official policies. Access to the student wall was limited in three ways: (1) Only students enrolled at Forks High could post; (2) In accordance with the school policy guide, only content that did not threaten the safe and efficient operation of the school could be posted; and (3) the faculty appointed a student as its representative to monitor and control content and immediately delete postings that were not in compliance with school policies. The FaceLook policies did not give students the freedom to post whatever they liked. The students abused the privilege of access to the wall, betrayed the trust of the faculty, reflected negatively on the student body, and threatened a safe and efficient learning environment. Their behavior underscored that the FaceLook fan page, as the school's official communication vehicle, was a limited public forum that the school could and should control.

Speech Content. Do schools violate students' free speech rights when they disallow specific content on the school's

By establishing a student wall on the school's fan page and

The school retains ultimate responsibility for all content on its

putting a student in charge of it, the school waived control of the content and responsibility for it. The student wall is clearly identified on FaceLook as a forum for student thought and opinion, not official school policies. If the school decides that certain postings do not reflect school policies and positions, it can post a disclaimer on the student wall making clear that the administration is not responsible for, nor does it necessarily agree with, the content of student postings. Schools clearly violate students' free speech rights when they disallow certain content on their FaceLook fan page.

official FaceLook fan page. The page communicates the school's image, values, reputation, and position in the community. The purpose of the page, as stated on the site, is to be the official communication vehicle of the school. Therefore, any postings – regardless of the author – can be attributed to the school, and school officials can be held accountable for them. The school retains the right and the duty to control the content of its FaceLook fan page to ensure that the school is not portrayed as promoting or endorsing inappropriate messages and activities. The administration must never lose sight of its responsibility to maintain a safe and efficient learning environment.

***Notes to the Moderator: Ask all audience members (jurors) to sit in the gallery behind the side they favor.**

During the debate, ask the student jurors to stand and identify themselves every time they speak and make sure that no students or opinions dominate the discussion. Only audience members (jurors) in the gallery may participate in this segment of the program.

They are to direct their arguments and questions only to jurors/audience members on the other side of the issue. No questions/comments for the Judge and attorneys are allowed during the floor debate. This is time for the jurors to try to persuade each other. The student attorneys may not defend their positions during the open floor debate.

Social Media and Student Rights:
Student Rights, Wrongs, and Responsibilities

Randy Cullen v. Principal Mary Skinner
Witness Stand Script

Adapted from a Script Written by Charles Cree, Training Specialist, District of Minnesota

Characters – 15 Speaking Roles

Teacher-selected participants serve as judges, attorneys, witnesses, a courtroom deputy, and a deputy marshal. All roles may be male or female (M/F). A practicing attorney for each side delivers the opening statement. Student attorney #4 for each side delivers unscripted closing arguments based on notes taken during the trial. It is recommended that four volunteers enter the courtroom posing as members of the Fangtasticks – wearing vampire fangs and sunglasses. Capes are optional. They sit in the front row of the gallery behind the Plaintiff's counsel table.

Judges

(On the bench with the host Judge)

3 (Three) Judges M F

Host Judge _____

Scripted Judge #1 Student _____

Scripted Judge #2 Student _____

Scripted Judge #3 Student _____

Courtroom Personnel

1 (One) Deputy U.S. Marshal _____

(Stands to the side of the bench and gives a stern look and points to people who are out of order or disruptive.)

1 (One) Courtroom Deputy _____

(Sits in front of the bench and stands to administer the oath to each witness)

Attorney Team for Plaintiff – Fangtastic Randy Cullen

(At counsel table farther from jury)

4 (Four) Attorneys M F for the Plaintiff (Student Randy)

Practicing Atty Makes the Unscripted Opening Statement _____

Scripted Atty #1 Student _____

Scripted Atty #2 Student _____

Scripted Atty #3 Student _____

Unscripted Closing Arguments Atty #4 _____

Attorney Team for Defendant – Principal Mary Skinner

(At counsel table closer to jury box)

4 (Four) Attorneys M F for the Defendant (Principal Mary Skinner)

Practicing Atty Makes the Unscripted Opening Statement _____

Scripted Atty #1 _____

Scripted Atty #2 _____

Scripted Atty #3 _____

Unscripted Closing Arguments Atty #4 _____

Witnesses

(At counsel table farther from jury box)

3 (Three) Witnesses M F for the Plaintiff (Student)

Randy Cullen, Fangtastics Leader, M F Plaintiff _____

(At counsel table

)

Alex Swan, FaceLook Monitor, M F Plaintiff's Witness _____

(In the gallery behind the plaintiff until called to the stand)

2 (Two) Witness for the Defense (Principal)

Chris Black, Football Kicker, M F Defense Witness _____

(In the gallery behind the defendant until called to the stand)

Principal Mary Skinner, F Defendant _____

(At counsel table)

Opening Statements by Practicing Attorneys
(3 minutes each side)

- Crtm Deputy:** All rise, the United States District Court for the District of Oz is now in session, the Honorable Judges presiding.
- Host Judge:** Plaintiff's Counsel will now present your opening statement. Counsel will not give your argument at this time, but will confine yourself to giving a preview of what The Plaintiff's case might be.
- Plaint. Real Atty:** Thank you, Your Honor. Members of the jury . . .
- Host Judge:** Defense Counsel will now present your opening statement. Counsel will not give your argument at this time, but will confine yourself to giving a preview of what The Defendant's case might be.
- Def. Real Atty:** Thank you, Your Honor. Members of the jury . . .

TESTIMONY OF RANDY CULLEN
(Plaintiff – Leader of the Fangtastics)

- Plaint. Atty #1** Your Honor, I would like to call my first witness, Mr./Ms. Randy Cullen.
- Judge #1** Mr./Ms. Cullen, please come forward to the witness stand and remain standing for the oath.
- Crtm Dep** Please raise your right hand. Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you God?
- Cullen** I do.
- Judge #1** Please be seated. Please state your full name, spelling your last name.
- Cullen** Randy Cullen. C-U-L-L-E-N.
- Judge #1:** You may inquire.
- Plaint Atty #1:** Please state your age for the record and where you currently attend school.
- Cullen** I'm 18 years old. I am a senior at Forks High School.
- Plaint Atty #1:** Please tell the Court what you know about a group called the

Fangtastics that was formed last year at Forks High School.

Cullen: Up until last year, my friends and I were part of the drama program at Forks High School. That was the year the school board decided to cut the program. They decided they couldn't keep both the drama program and the football program going. One had to go and so drama lost out.

We formed our own drama group and started putting on plays. The year before the school performed the *Fantasticks*, so we decided to call ourselves the Fangtastics. We specialize in vampire stories. We perform at events in the community and at school – like the recent Talent Show. We also contribute to the community. We just organized a blood drive that was really successful!

Plaint Atty #1: Tell the Court what happened the day of the talent show.

Cullen: The play was a hit. Everyone laughed and clapped. We received three curtain calls.

Plaint Atty #1: It sounds like a successful event, so how did the trouble start?

Cullen: Well, I came up with the idea of dressing up like vampires the morning of the Talent Show. We put on makeup and costumes and acted like vampires all morning. We wouldn't sit near the windows in our classes and we drank bottles of blood, I mean, tomato juice in the lunchroom that day.

Plaint Atty #1: Is there anyone in the courtroom who is dressed the way you were dressed that day?

Cullen: Yes. All the members of the group. They're sitting there in the front row. *(Points to the group in the front row.)*

Plaint Atty #1: What got you into trouble?

Cullen: Well, the trouble, actually, came after the Talent Show when we posted a satirical poem criticizing Principal Skinner's decision to reject our application to be recognized as an official school club. She turned us down and accused us of being a cult. And she had the poem taken off the school's web page. Essentially, she violated our First Amendment rights to freedom of speech and freedom of association.

Plaint Atty #1: Tell me more about the poem that the Principal had taken off the site.

Cullen: I wrote a satirical poem about the Principal's reaction to when my sister

posted it on the school's FaceLook page.

Plaint Atty #1

What is FaceLook?

Cullen:

It's like MySpace or Facebook. Students from the school post pictures from school events, essays, and jokes. Most of the stuff is about sports and dances. Things like that.

Plaint Atty #1:

(Attorney picks up the poem that has been marked with an Exhibit #1 sticker.) Your Honor, may I approach the Witness?

Judge #1:

Yes, you may.

Plaint Atty #1

(Attorney walks to the witness stand with the poem) Showing you what's been marked for Identification as Exhibit #1, do you recognize this?
(Hands the poem to Edward.)

Cullen: Yes.

That's the poem my sister posted. I wrote it. I saw it on the school's FaceLook page.

Plaint Atty #1

Your Honor, we offer Exhibit #1 into evidence.

Judge #1:

Any objections?

Def Atty #1:

No objection.

Judge #1:

Exhibit #1 is received into evidence.

Plaint Atty #1

(If possible, show FaceLook page on Ehm.) Mr./Ms. Cullen, please read it for

Cullen:

Sure.
If the school smears the Fangtastics with mud
We don't have to put up with that crud
And Principal Skinner
Won't be the winner
If her house is drenched in_____.

Note: Last line could end "... a flood." It also could end "... blood."

Plaint Atty #1:

And what happened to your poem?

Cullen:

It was just a joke, but Principal Skinner called me in and told me the Fangtastics are a dangerous cult. She said she took the poem as a personal

threat. She had it pulled off the web page and banned all the members of the group from the website.

That's censorship and a violation of my First Amendment rights. Schools shouldn't be able to limit the freedom of speech and association of their students. That's when I asked my father to help me file this lawsuit. That's why we're here.

- Plaint Atty #1: And what is it you are asking this Court to do?
Cullen: All I want are my First Amendment rights, freedom of speech and freedom of association.
- Plaint Atty #1: Thank you, Mr./Ms. Cullen. Nothing further.
- Judge #1: Does Defense Counsel have any questions for this witness?
- Def Atty #1: Yes, Your Honor.
- Judge #3: You may inquire.
- Def Atty #1: Did it ever occur to you that your antics in the classrooms and the cafeteria might disrupt the learning environment at school that day?
- Cullen: No. I thought people would laugh – and that's what they did.
- Def Atty #1: *(Attorney takes out policy.)* Your Honor, may I approach the witness?
- Judge #3: Yes, you may.
- Def Atty #1: Mr./Ms. Cullen, I'm showing you what's been marked Exhibit #2, a warning on the Facebook web page. You recognize that, don't you?
- Cullen: Yes.
- Def Atty #1: You've seen this policy on the use of the web page many times correct?
- Cullen: Yes.
- Def Atty #2: Your Honor, we offer Exhibit #2 into evidence.
- Judge #3: Any objections?
- Plaint Atty #3: No objection.
- Judge #3: Received.

Def Atty #2: Mr./Ms. Cullen, please read out loud the part I have highlighted.

Cullen: "All material posted on the school FaceLook page must be related to school activity, respectful and free of offensive language."

Def Atty #2: The Fangtastics were not a recognized school club, right?

Cullen: So the Principal said, but everyone else recognized us. They couldn't miss us. We're as active – and legitimate – as any other club at school. And we are one of the largest clubs, too.

Def Atty #2: However, the Principal never recognized your group as an official school club.

Cullen: Unfortunately, that's right.

Def Atty #2: So Mr./Ms. Cullen, your group's actions were not related to a school activity, right?

Cullen: Well, we performed at the Talent Show.

Def Atty #2: Let's turn to your poem. Your poem ends with a blank for a missing word. The missing word is blood, isn't it?

Cullen: Could be. Or it could be "drenched in a flood." Depends on the reader. Everyone knows she lives near the Grand Forks river and it floods every year.

Def Atty #2: Your poem is disrespectful to the Principal, isn't it?

Cullen: I don't think it's disrespectful to make a harmless joke.

Def Atty #2: It certainly contains offensive language, doesn't it?

Cullen: I guess it depends on what you call offensive.

Def Atty #3: Thank you Mr./Ms. Cullen. No further questions.

Judge #3: Redirect?

Plaint Atty #2: Yes, very briefly. Mr./Ms. Cullen, on the day of the Talent Show, did any of the teachers reprimand you for your costumes or behavior?

Cullen: Not at all. In fact, they laughed along with everyone else.

Plaint Atty #2: No further questions.

Judge #3: Very well. Thank you, Mr./Ms. Cullen. You may step down.

Judge #3: Counsel, any other witnesses?

TESTIMONY OF ALEX SWAN

(Plaintiff's Witness – Student Monitor of the Forks High FaceLook Page)

Plaint Atty #2: Your Honor, I would like to call my next witness, Mr./Ms. Alex Swan.

Judge #2: Mr./Ms. Swan, please come forward to the witness stand and remain standing for the oath.

Crtim Deputy #1: Please raise your right hand. Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you God?

Swan: I do.

Judge #2: Please be seated. Please state your full name, spelling your last name.

Swan: Alex Swan. S-W-A-N.

Judge #2: You may inquire.

Plaint Atty #2: Please state your age for the record and where you attend school.
Swan: I'm sixteen. I attend Forks High School.

Plaint Atty #2: Could you please tell us what you have to do with the school's FaceLook page?

Swan: I'm the student monitor.

Plaint Atty #2: How did you come to serve as the monitor?

Swan: Principal Skinner appointed me. It was my first year at Forks High School. She thought an activity like this would help me get to know more of the students.

Plaint Atty #2: And what exactly does the student monitor do?

Swan: I check the FaceLook page every day during study hall to make sure that nobody has put anything on the FaceLook page that they shouldn't.

Plaint Atty #2: How do you know if something shouldn't be on the page?
Swan: Like it says on the web page, everything has to be about the school. It has to be respectful and none of the words can be offensive.

Plaint Atty #2: *(Atty takes Exhibit #1)* Your Honor, may I show this exhibit to the witness?

Judge #2: Go ahead.

Plaint Atty #2: Showing you Exhibit #1, do you recognize this poem?

Swan: Yes. I saw it on the school's FaceLook page.

Plaint Atty #2: What did you do as school monitor when you saw it on the FaceLook page?

Swan: I didn't do anything.

Plaint Atty #2: Why not?

Swan: Because I thought it was about a school club.

Plaint Atty #2: Why didn't you find the poem offensive?

Swan: I guess because it was, obviously, a big joke.

Plaint Atty #2: What was Principal Skinner's reaction to your decision to leave it on the web page?

Swan: She was mad. I always thought Principal Skinner had a better sense of humor than that.

Plaint Atty #2: Thank you Mr./Ms. Swan. No further questions.

Judge #2: Does the Defense Counsel have any questions for this witness?

Def Atty #3: Yes, Your Honor.

Def Atty #3: Mr./Ms. Swan, as you said, you are new at Forks High, is that right?

Swan: Yes, I moved here about six weeks ago.

Def Atty #3: Would it be accurate to say that you want to be popular at your new school?

Swan: Well, everyone wants to have friends.

Def Atty #3: Is it true that you applied for membership in the Fangtastics but you haven't heard yet if you've been accepted?

Swan: Well, yes, but that doesn't have anything to do with anything.

Def Atty #3: Thank you, Mr./Ms. Swan. That's all.

Judge: You may step down, Mr./Ms. Swan.

Judge #2: Re-direct?

Plaint Atty #2: None, Your Honor.

Judge #2: Very well. Thank you, Mr./Ms. Swan. You may step down.

Judge #2: You may call your next witness.

TESTIMONY OF CHRIS BLACK

(Defendant's Witness – Kicker for Football Team. Reported Fangastics)

Def Atty #2: Your Honor, I would like to call my first witness, Mr./Ms. Chris Black.

Judge #1: Mr./Ms. Black, please come forward to the witness stand and remain standing for the oath.

Ctrm Deputy #1: Please raise your right hand. Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you God?

Black: I do.

Judge #1: Please be seated. Please state your full name, spelling your last name.

Black: Chris Black B-L-A-C-K.

Judge #1: You may inquire.

Def Atty #2: For the record, please state your age and where you attend school.

Black: I'm eighteen years old and I'm the kicker of the football team at Forks High School. Go Wolfpack!!!! (*Howls*)

Judge #1: Mr./Ms. Black, we're happy for your football team but please just answer the questions.

Black: Sure. Cool, Your Honor. No problem.

Def Atty #2: Were you in school on March 3rd of last year, the day of the Talent Show?

Black: I was

Def Atty #2: What, if anything, unusual happened that day?

Black: Unusual – yeah. The so-called 'Fangtastics' (*making quotation marks with his hands*) took over the school. They interfered with our classes and slowed down the lunch line drinking their "Bloody Mary Skinners" (*quotation marks with hands*)

Def Atty #2: What did you do?

Black: In the best interests of my team and the school, I felt obligated to report to Principal Skinner that I suspected Cullen.

Def Atty #2: Why did you report Mr./Ms. Cullen for what happened on the day of the Talent Show?

Black: They disrupted classes. My guys have to maintain their grades to play on the team. Nobody was studying.

Def Atty #2: Did you have any other concerns when you decided to report the poem?

Black: The guy threatened Ms. Skinner. That poem ends in "blood" and I thought Ms. Skinner needed to know about it.

Def Atty #2: No further questions, Your Honor.

Judge #2: Does Counsel for the Plaintiff have any questions for this witness?

Plaint Atty #2: Yes, Your Honor.

Plaint Atty #2: Do you have any reasons not to like Randy Cullen?

Black: He and his cult of Fangtastics are strange.

Plaint Atty #2: Isn't it true that Randy Cullen lobbied the School Board to transfer money from the football budget to save the drama program?

Black: That'll never happen as long Principal Skinner's in charge.

Plaint Atty #2: Thank you, Mr./Ms. Black. No further questions.

Judge #2: Redirect?

Def Atty #2: No, Your Honor.

Judge #2: Thank you, Mr /Ms. Black. You may step down.

Judge #2: Counsel, any other witnesses?

Def Atty #2: One more, Your Honor.

TESTIMONY OF PRINCIPAL MARY SKINNER
(Defendant – Principal of Forks High School)

Judge #3: You may proceed when you're ready, Counsel.

Def Atty #3: The Defense calls Principal Ms. Mary Skinner.

Judge #3: Ms. Skinner, please come forward to the witness stand and remain standing for the oath.

Ctrm Dep #1: Please raise your right hand. Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you God?

Skinner: I do.

Judge #3: Please be seated. Please state your full name, spelling your last name.

Skinner: Mary Skinner. S-K-I-N-N-E-R.

Def Atty #3: Ms. Skinner, what is your occupation?

Skinner: I am the Principal at Forks High School.

Def Atty #3: Are you familiar with a group of students at Forks called the Fangtastics?

Skinner: Very familiar.

Def Atty #3: How did you come to know of the group?

Skinner: The group was first brought to my attention the morning of the Talent Show by Chris Black, one of my other students. As he described the group, I knew they were a cult.

Def Atty #3: What did you do then?

Skinner: I considered cancelling the group's appearance in the Talent Show, but my concern was that pulling the performance would create a further

disturbance. So I let the performance go on.

Def Atty #1: What about the group's behavior led you to describe it as a cult?

Skinner: I have been trained to recognize indicators of cult associations and antisocial Behavior

Def Atty #1: Was there anything else that added to your sense of alarm?

Skinner: Yes. Chris Black came to my office and showed me the FaceLook page. There, I found the poem Mr./Ms. Cullen read to the Court. I naturally ordered Mr./Ms. Swan to remove the poem and immediately cancelled the posting privileges of all Fangtastics.

Def Atty #1: Thank you, Principal Skinner. No further questions.

Judge #3: Does Counsel for the Plaintiff have any questions for this witness?

Plaint Atty #1: Yes, Your Honor.

Plaint Atty #1: Ms. Skinner, you indicated that you first became concerned about the Plaintiff and his/her associations after Chris Black brought your attention to the poem on the web page.

Skinner: That's correct.

Plaint Atty #1: After speaking with Mr./Ms. Black, did you speak to any of the teachers on your staff to confirm these allegations?

Skinner: I did.

Plaint Atty #1: And did the teachers express the same degree of concern that you expressed today?

Skinner: No. They did not.

Plaint Atty #1: Isn't it true that Mr./Ms. Cullen and the other students in the drama program campaigned to win votes on the School Board for their proposal to reduce the football team's funding, specifically, in order to keep the drama program going?

Skinner: There was such a campaign and such a proposal.

Plaint Atty #1: You opposed that proposal didn't you?

Skinner: Yes, I did.

Plaint Atty #1: You've got quite a football tradition at Forks don't you?

Skinner: The Forks Wolfpack has won three state championships. I'm the team's biggest fan. Their winning record makes it easier for our students to attract scholarships and it gives visibility to our academic excellence.

Plaint Atty #1: Is it possible that your decision in this matter was influenced by the football team's success in raising badly needed revenues and attract scholarships that reflect well on the school's academic ratings?

Skinner: My focus was – and will always be – on my responsibility to safeguard the security of the students under my charge.

Plaint Atty #1: You testified that when you decided to remove Mr./Ms. Cullen's poem from the web page, you asked Mr./Ms. Swan to remove it. Can't *you* remove material from the web page yourself?

Skinner: No. I don't have an account.

Plaint Atty #1: To your knowledge, do any of the members of your faculty or staff have FaceLook accounts?

Skinner: Not that I know of.

Plaint Atty #1: Do you have any control over the content of this site?

Skinner: Well, yes. I appointed Mr./Ms. Swan and she reports to me.

Plaint Atty #1: So, you're saying a student is the only one who can access this page, therefore, would it be correct to call it a student-run page?

Skinner: Absolutely not. The web page was started by the school. It carries the school logo and mission statement. As with all public communication about the school, the administration has absolute editorial control.

Plaint Atty #1: But, the school cannot alter the page without Mr./Ms. Swan?

Skinner: Mr./Ms. Swan has a very important role. We like to give good students leadership opportunities.

Plaint Atty #1: Moving on, do you think it was a good decision on your part to allow a school-run website to be monitored by one, sole student – Mr./Ms. Swan?

Skinner: I'm a busy person. I can't run the school and stay abreast of the everchanging FaceLook technology.

I want to make one very important point that seems to be lost in this line of questioning. (Her voice shakes and gets louder.) I don't favor or discriminate against any of my students. I support them whether they throw a football or write a poem. But I also must maintain order.

Def Atty #2: Thank you, Principal Skinner. No further questions.

Judge #2: Thank you, Principal Skinner. You may step down.

Judge #2: Counsel, you may call your next witness.

Def Atty #2: I have no further witnesses, Your Honor.

Judge #2: Ladies and gentleman of the jury, we're going to take a short break, and when we return, we will hear the parties' closing arguments. I will then provide you with some instructions. **The Court stands in recess for 5 minutes.**

Five-Minute Break

Attorney #4 on each side has been taking notes throughout the proceedings for his/her closing arguments. The break gives each Attorney #4 time to organize a brief presentation to the jury.

Closing Arguments

(2 minutes each side)

Host Judge: Counsel for the Plaintiff may make your closing arguments at this time.

Plaint Atty #4: Thank you, Your Honor. Members of the jury . . .

Host Judge: Counsel for the Defendant may make your closing arguments at this time.

Def Atty #4: Thank you, Your Honor. Members of the jury . . .

The Host Judge gives the jury instructions.

Mock Trial Case Briefing Sheet

Case Name

Plaintiff

Defendant

Brief Statement of Facts

What is the constitutional question?

Arguments for Plaintiff

Arguments for Defendant

Court's Decision and Why

Your Opinion and Why

Guidelines for Civil Discussions

What Does a Civil Discussion Look Like and Sound Like?

In a civil discussion, participants:

- Wait to be recognized by the moderator before speaking.
- Do not speak or talk over someone else who is speaking.
- Work to understand the positions taken by others.
- Ask clarifying questions.
- Follow the direction of the discussion: Don't repeat points already made. Add something new or different.
- Relate comments to what previous speakers have said. Build on, agree, or disagree with the previous speakers' comments.
- Do not make personal, disparaging, sarcastic, or disrespectful remarks, facial expressions, or gestures.
- Differentiate between facts and feelings. Both are valid, but both are supported by evidence and analysis.
- Express opinions with emphasis, but keep emotions in check.

How to Conduct a Modified Oxford-Style Debate

Debate Question

The interactive component of the program begins when the Host Judge announces the topic of the debate and asks the first question.

The Structure of the Debate

The format is a modified and simplified adaptation of the Rules for Debate in Oxford Style from the South African National Debating Council. **The Host Judge** presides over the debate and raises the predetermined questions at the appropriate times. The Host Judge also asks his/her own follow-up questions. **The moderator** facilitates the open-floor elements of the program - calling on participants to make sure that everyone who wishes to speak has an opportunity. **Audience members** are jurors. When they volunteer to speak, they stand and introduce themselves. Typically, each audience member may speak only once until all interested participants have spoken.

Debate Teams

Four participants volunteer to be attorneys serving on each of two teams – *The Fangtastics v. The School Principal*. The suggested **talking points** in the materials are not meant to be all inclusive. They can be read as they are, or speakers may add to or change them.

The objective of the Fangtastics' legal team is to set out convincing arguments and materials that support their response to the questions raised. **The objective of the School Principal's legal team** is to refute the points made by the Fangtastics with convincing arguments.

Audience/Juror Participation

When it is time for audience participation, the Judge does not raise a topic. Audience members are jurors who conduct their deliberations in open court. This part of the **debate is open to anyone in the audience**. Volunteers in the audience may speak from the floor during the designated time. Audience jurors must address questions and comments only to the audience members on the other side of the issue. Those who support the Fangtastics must address their comments to those who support the School Principal and vice versa. **The moderator** facilitates the discussion so that all who wish to speak have, at least, one opportunity.

Closing Arguments

At the conclusion of the open-floor debate, **the fourth attorney for each side makes closing arguments**. Based on the points made in the debate and in the open-floor discussion, the audience decides the case by a show of hands.

Debriefing

The Host Judge opens the floor to the audience for questions and comments on any topic.

Case Summaries /Lesson Plans/Discussion Guides

- Landmark Cases of the Supreme Court
<http://www.streetlaw.org/en/Landmark.aspx>
- The Bill of Rights Institute Landmark Supreme Court Cases
<http://www.billofrightsinstitute.org/page.aspx?pid=469>
- Landmark Supreme Court Cases and the Constitution
<http://www.billofrightsinstitute.org/page.aspx?pid=539>
- Supreme Court Document Based Questions
<http://scdbq.billofrightsinstitute.org/>
Tinker v DesMoines DBQ
http://store.billofrightsinstitute.org/v/vspfiles/assets/images/pdf%20lessons/tinker_v_desmoines_1969.pdf.pdf

Other Resources

- Exploring Constitutional Law
<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/home.html>
- US Courts Landmark Supreme Court Cases
<http://www.uscourts.gov/EducationalResources/ConstitutionResources/LegalLandmarks/LandmarkSupremeCourtCases.aspx>
- Stu's Views: Law and Lawyer Cartoons
<http://www.stus.com/stus-category.php?cat=CAS&sub=CON&name=constitutional+law+conlaw>
- Findlaw
<http://www.findlaw.com/casecode/supreme.html>
- Cornell Legal Information Institute
<http://www.law.cornell.edu/>
- Oyez, Oyez
<http://www.oyez.org/>
- ICivics
<http://www.icivics.org/games/supreme-decision>
- US Supreme Court Website
<http://www.supremecourt.gov/>
- The Supreme Court
<http://www.pbs.org/wnet/supremecourt/educators/index.html>
- Teaching Constitutional Issues with Scripted Trials
<http://www.eric.ed.gov/PDFS/ED425114.pdf>



Voting—Lesson Plan

Student Outcomes

At the conclusion of this lesson, students will be able to:

- Define *compulsory voting*.
- Compare voting practices in their country to practices in other countries.
- List at least three reasons to support and three reasons to oppose compulsory voting.
- Describe the importance of voting in democratic societies.
- Explain how voting connects to basic principles of democracy, including which principles may be in conflict when considering compulsory voting.
- Identify areas of agreement and disagreement with other students.
- Reach a decision, individually and collectively, on the deliberation issue using evidence and sound reasoning.
- Explain the importance of deliberating this question in a democratic society.

Question for Deliberation

Should voting be compulsory in our democracy?

Topic Materials

- Reading
- Glossary—Supplemental Handout
- Quotations—Supplemental Handout
- Graphs—Supplemental Handout
- Political Cartoons—Supplemental Handout
- Selected Resources

Deliberation Materials

- Deliberation Procedures
- Handout 1—Deliberation Guide
- Handout 2—Deliberation Notes
- Handout 3—Deliberation Reflection



PART IV (approximately 10-15 minutes)

7. **Whole Class Debrief.** The teacher leads the whole class in a discussion to gain a deeper understanding of the question, democracy, and deliberation.
- What were the most compelling reasons for each side? What were the areas of agreement? What questions do you still have? Where can you get more information?
 - What is your position? (Poll the class on the deliberation question.) In what ways, if any, did your position change?
 - Is there an alternative policy that might address the problem more effectively? What, if anything, might you or your class do to address this problem?
 - What principles of democracy were inherent in this discussion? Why might deliberating this issue be important in a democracy?
 - Add other questions relevant to your curriculum.

PART V (15-30 minutes either in class or for homework)

8. **Student Reflection.** Students complete the reflection form either at the end of class or for homework. (Handout #3)



Voting—Reading

Should voting be compulsory in our democracy?

1 **Worries about Low Voter Participation in Elections**

2 Free and fair elections are essential to a democracy. They make true *representative*
3 *government* possible. Through voting, people express their views about government. They
4 choose leaders who will improve their country and community. But what happens when people
5 choose not to vote? Does that indicate democracy is thriving or failing? What, if anything,
6 should be done to improve *voter turnout*?

7 In newer democracies, voter turnout is usually high. For example, in Lithuania, nearly 80
8 percent of registered voters took part in their first open elections in 1993. Fifteen years later, only 48
9 percent voted. In some older democracies, many people do not vote. Only about 60 percent of
10 *eligible voters* cast ballots in the 2008 U.S. presidential election. The same was true for Mexican
11 voters in the 2006 presidential election. In Colombia's 2010 presidential election, less than 50
12 percent of people eligible decided to vote.¹ Usually, even fewer voters turn out for state or
13 city elections. In March of 2011, less than 12 percent of Los Angeles' registered voters cast
14 ballots to elect their local officials.²

15 Many people are concerned about low voter turnout. They fear that if citizens do not vote,
16 unqualified or bad leaders will be elected or stay in power. They doubt that leaders will be
17 accountable. How can leaders speak for "the people" when so few people actually chose them?

18 **Strategies to Increase Voter Participation**

19 Democracies have many strategies to increase voter turnout, including making it easier to
20 vote. Governments that allow people to vote at home and to mail in their ballots tend to see higher

21 turnout. In Colorado, the turnout for *primary elections* more than doubled between 2006 and
22 2010 after voting laws were changed to make absentee voting easier.³

23 Easy voter registration increases voter turnout, too. In most places, including Mexico and most U.S.
24 states, people must *register* before they can vote. This process may take up to 45 days. Minnesota and
25 North Carolina are among nine U.S. states that allow people to register and cast a ballot on the
26 same day. Typically, states that provide Election Day registration have 10 to 12 percent higher
27 voter turnout rates. For example, in the state of Minnesota, nearly 80 percent of eligible voters
28 voted in 2008. Nearly 20 percent of those voters registered on Election Day.⁴ In many Latin
29 American countries, the government issues national identification cards to all adult citizens. In some
30 countries, including Peru and Ecuador, these ID cards include automatic voter registration.

31 Other ideas also seem to increase voting. When governments or political parties send
32 sample ballots before Election Day or advertise to convince and remind people to vote,
33 more people do. When election officials put polling places in convenient locations and keep
34 polls open longer or for many days, more people vote. Election officials can also increase turnout
35 by allowing early voting, before Election Day.

36 Some people believe that citizens should be required to vote. This is called *compulsory*
37 *voting*. While voters are not required to vote for any particular candidate, they must be able to
38 prove they voted. Usually, these voters get their national identification card marked at the polling
39 place.

40 **Civic Participation and Compulsory Voting**

41 In 16 democratic countries, citizens are required to vote in national elections. Without a valid
42 excuse, they may face *sanctions* if they do not vote. In Peru, the fine is 20 Peru Nuevo Sols (about \$7
43 USD). Nonvoters in Peru can also be denied bank loans and can be prohibited from receiving

44 government goods and services. In Bolivia, people who cannot prove they voted may be denied their
45 salary for up to three months after the election.⁵ In Ecuador, everyone who is required to vote and fails to
46 do so must pay a fine, even if there is a valid excuse such as being out of the country. In some countries,
47 compulsory voting laws are rarely enforced. These countries include Costa Rica and Italy.⁶

48 Some countries with compulsory voting have special exceptions. In Brazil, where most adults
49 are required to vote, people doing compulsory military service cannot vote. In Ecuador, people
50 who are illiterate or who are over the age of 64 are not required to vote. In Bolivia, the age at
51 which someone is required to vote depends on if they are married or not.

52 **Compulsory Voting: Advocates and Opponents**

53 *Advocates* often give the following arguments in support of compulsory voting:

- 54 • Compulsory voting laws *do* increase voter turnout. Studies show that compulsory voting
55 increases turnout by 7 to 16 percent.⁷ In Australia, voter turnout is about 95 percent.
- 56 • Compulsory voting increases voting among people who are poor, less educated, and
57 were previously *disenfranchised*. At one point, Ecuador, Peru, and some U.S. states
58 required voters to pass literacy tests. This practice discriminated against indigenous
59 people and others who could not read. Today, indigenous people in most countries are
60 still less likely to vote.^{8,9} This is also true of Afro-Ecuadorians as well as Latinos, young
61 voters, and African Americans living in the United States of America. Compulsory
62 voting amplifies the voices of people who may not be paid much attention, which is
63 good for democracy.
- 64 • Elections with high rates of voter participation are more legitimate because they better
65 represent the will of the people.

- 66 • Citizens are required to pay taxes, register for the military, and other responsibilities
67 for the common good. It is reasonable to require voting.
- 68 • Compulsory voting educates voters. If people know they must vote, they will pay closer
69 attention to the issues. They will go to the polls more informed.
- 70 • Compulsory voting laws reinforce that voting is a vital part of democratic citizenship.
- 71 • Many candidates and political parties use negative campaigns to “scare” people to go to
72 the polls. Mandatory voting would reduce the incentive to air negative advertisements.¹⁰

73 *Opponents* of compulsory voting often use these arguments against it:

- 74 • Democracy is about freedom, including the freedom to choose to participate.
75 Authoritarian governments often coerce people to vote and to attend political rallies to
76 give the appearance that their leaders are popular. Voluntary voting makes democracy
77 more transparent.
- 78 • People who are happy with the way things are may feel no need to vote. Low voter
79 turnout may be a sign of overall voter satisfaction with the current system. Similarly,
80 people will vote if they really care about the election results. Egyptians voted in huge
81 numbers after the democracy movement toppled Mubarak’s regime. If people who do
82 not care about an election are forced to vote, their votes will be uninformed or random.
- 83 • People who do not know or care about the candidates or the issues will not make wise or
84 informed decisions. They may simply vote for someone at random and cancel the votes
85 of people who do care. Forcing uninterested people to vote turns an election into a farce.
- 86 • Citizens can challenge corruption or fraud by *not* voting. People should not have to vote
87 for politicians they do not trust. In Ecuador, where voting is mandatory, some voters
88 deliberately spoil their ballots. They do this to show their disapproval of the candidates.

89 Some people are concerned that their votes will not be counted or will be tampered with.

90 It makes a corrupt election seem legitimate when so many people vote.

91 • Sometimes, people are afraid to vote. They should not be forced to do so. For nearly 50
92 years after they had the constitutional right to vote in the United States of America, many
93 African Americans were intimidated or harassed when they tried to vote. In the northern
94 Mexican state of Tamaulipas, a candidate for governor was assassinated the day after he
95 announced that he would crack down on drug cartels if elected. This prompted President
96 Felipe Calderon to plead with voters to vote and to show they would not be intimidated.
97 Yet many voters remain afraid to cast ballots there.¹¹

98 • There are easier ways to increase voting. Democracies should better educate potential
99 voters about the issues and the candidates' plans. Then, people will know what is "at stake" and
100 why they should bother to vote. In the state of Maryland, where voter turnout in the
101 September 2010 primary election was described as "dismal," the state legislature called
102 for new voter registration and education programs.¹² Voluntary voting promotes
103 thoughtful voting.

104 • Voluntary voting inspires people to take personal responsibility for their democracy.
105 Compulsory voting does not.

106 Does compulsory voting improve democracy? Does it make voters more or less informed? Does
107 it strengthen or weaken the power citizens have to get the best government possible?

108 Representative democracy is at stake.

- ¹ "Voter Turnout" (Stockholm, Sweden: Institute for Democratic and Electoral Assistance [IDEA], 2009), <http://www.idea.int/vt/> (accessed June 23, 2011).
- ² Tim Rutten, "L.A. Needs a Partisan Kick-Start: When Voter Turnout Sinks This Low, Party Politics Help," *Los Angeles Times* (March 19, 2011), a21.
- ³ Brian J. McCabe, "Primary Voter Turnout Stays Low, but More So for Democrats," *New York Times* (September 14, 2010), <http://fivethirtyeight.blogs.nytimes.com/2010/09/14/primary-voter-turnout-stays-low-but-more-so-for-democrats/> (accessed June 23, 2011).
- ⁴ "Voters Win with Election Day Registration" (New York: Demos, 2009), http://www.demos.org/pubs/voterswin_09.pdf (accessed June 23, 2011).
- ⁵ *Compulsory Voting Around The World* (London: The Electoral Commission, 2006), http://www.electoralcommission.org.uk/_data/assets/electoral_commission_pdf_file/0020/16157/ECCo mpVotingFinal_22225-16484_E_N_S_W_.pdf.
- ⁶ "Compulsory Voting" (Stockholm, Sweden: IDEA, 2009), http://www.idea.int/vt/compulsory_voting.cfm (accessed June 23, 2011).
- ⁷ Simon Jackman, "Compulsory Voting," *International Encyclopedia of the Social and Behavioral Sciences* (December 1, 2004), <http://jackman.stanford.edu/papers/cv.pdf#search='Compulsory%20Voting%20Simon%20Jackman%20to%20appear%20in%20the%20International%20Encyclopedia> (accessed June 23, 2011).
- ⁸ Raúl Madrid, "Indigenous Parties and Democracies in Latin America," In William C. Smith, ed., *Latin American Democratic Transformations: Institutions, Actors, and Processes* (Malden, MA: John Wiley and Sons, 2009), 204.
- ⁹ "Afro-Ecuadorians to Observe October Vote" (Washington, DC: International Foundation for Electoral Systems, September 27, 2006), <http://www.ifes.org/Content/Publications/Feature-Stories/2006/Sep/Afro-Ecuadorians-to-Observe-October-Vote.aspx> (accessed June 23, 2011).
- ¹⁰ *Research Brief: Compulsory Voting in Australian National Elections* (Canberra, Australia: Parliament of Australia, Parliamentary Library, March 3, 2008), <http://www.aph.gov.au/library/pubs/RB/2005-06/06rb06.pdf> (accessed June 14, 2011).
- ¹¹ Olga R. Rodriguez, "Drug Cartels Make Many Mexicans Afraid to Vote," *Associated Press* (July 4, 2010), http://articles.sfgate.com/2010-07-04/news/21937684_1_cartels-sinaloa-pri-stronghold (accessed June 23, 2011).
- ¹² Cherry Ceridwen, "Maximizing Participation: What the US Can Learn From Compulsory Voting" (Takoma Park, MD: The Center for Voting and Democracy, 2009), <http://www.fairvote.org/maximizing-participation-what-the-us-can-learn-from-compulsory-voting> (accessed June 23, 2011).



Voting—Glossary

Advocates: (1. noun) People who argue for a policy, plan, or idea; supporters. (2. verb) Argues for a policy, plan, or idea.

Compulsory voting: Policy that requires eligible voters to cast ballots in elections.

Disenfranchise: Prevent or deprive a person or group of people from having a legal right, particularly the right to vote.

Eligible voters: People who meet the qualifications to vote in a particular nation, state, city, etc.

Opponents: People who argue against a policy, plan, or idea.

Primary elections: Preliminary vote in which members of political party or voters select candidates for a subsequent (or “general”) election.

Register: Sign up to have one’s name put on the list of official voters.

Representative government: Form of government in which the people elect officials to act for them.

Sanctions: Penalties provided for in the law.

Voter turnout: Percentage of eligible voters who cast a ballot in an election.



Voting—Quotations

“Requiring citizens to vote is no more restrictive than requiring them to register for the draft. And it is far less restrictive than requiring us, for example, to attend school; to serve on juries, possibly for weeks or months at a time; to pay taxes; or to serve in the military when drafted.... [V]oting is the least a citizen can do for his or her country.”

~ John Dean, *U.S.A. Commentator* (2003)

John W. Dean, “Is It Time to Consider Mandatory Voting Laws?” *Writ: FindLaw’s Legal Commentary* (February 23, 2003), <http://writ.findlaw.com/dean/20030228.html> (accessed June 23, 2011).

“The less legitimate politicians feel, the more they try to pass laws that build . . . a . . . façade of citizen involvement. This is why Soviet Bloc countries forced their citizens to vote.”

~ Filip Palda, *Canadian scholar* (2001)

Filip Palda, “Vote. Or Else!” *Fraser Forum* (February 2001), http://oldfraser.lexi.net/publications/forum/2001/02/section_09.html.

“These people aren’t thinking about the elections – they’re focused on surviving.”

~ Jorge Rojas, *human rights worker, on the thousands of Colombians who missed voting because they were fleeing Los Rastrojos, a paramilitary group* (2010)

Quoted in Javier Dario Restrepo and Constanza Vieira, “Colombia: Vote-Buying and Front Men,” *Geopolitics Net Sites/ Inter Press Service* (March 17, 2010), <http://globalgeopolitics.net/wordpress/2010/03/17/colombia-vote-buying-and-front-men/> (accessed June 23, 2011).

“Usually, turnout is very high at this precinct. It shows that there doesn’t appear to be any contentious issues.”

~ Douglas Tursman, *Chief Election Judge, Takoma Park, Maryland* (2010)

Quoted in Michael E. Ruane, “Across the Region, a Trickle; Voters, Candidates, and Election Officials Shocked At Meager Turnout,” *Washington Post* (September 15, 2010), B1.

“I can’t believe, in this day and age, with everything we’re facing, that people are so lackadaisical.”

~ Bill Buslee, *one of 292 who voted at a Maryland precinct with 3626 registered voters* (2010)

Quoted in Michael E. Ruane, “Across the Region, a Trickle; Voters, Candidates, and Election Officials Shocked At Meager Turnout,” *Washington Post* (September 15, 2010), B1.

[Anyone who fails to vote would be making a] “horrible mistake.... You’ll get the exact result you don’t want.”

~ Bill Clinton, *former President of the United States of America* (2010)

Quoted in Ed Pilkington, “Barak Obama Urges US Democrats to Wake Up – or Risk Losing Primaries,” *The Guardian* (September 21, 2010.), <http://www.guardian.co.uk/world/2010/sep/21/barack-obama-us-democrats-midterms> (accessed June 23, 2011).

“Could you imagine if 95 percent of the people in little Ridgway voted? I would bet at the statehouse they would start paying attention to us. I know [the gubernatorial candidate...] would come here if it happened.”

~Greg Clifton, *administrator of the small Colorado town of Ridgway, as the town considered a proposal for compulsory voting (2010)*

Quoted in Nancy Lofholm, “Proposal to Make Voting Mandatory Riles Ridgway,” *The Denver Post* (April 26, 2010). http://www.denverpost.com/ci_14958536#ixzz1Jc0PUa3q (accessed June 23, 2011).

“In Minnesota, we not only believe citizenship is an American right, it is also an American responsibility... Election Day Registration has guaranteed them that right – fairly and freely. It’s a right that all Americans should share.”

~Keith Ellison, *Member of the U.S. House of Representatives (2009)*

Quoted in “Voters Win with Election Day Registration” (New York: Demos, 2009), http://www.demos.org/pubs/voterswin_09.pdf (accessed June 23, 2011).

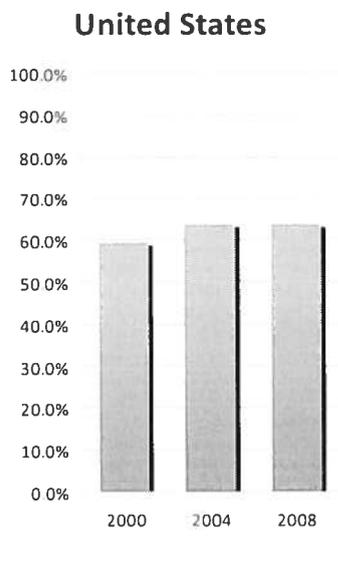
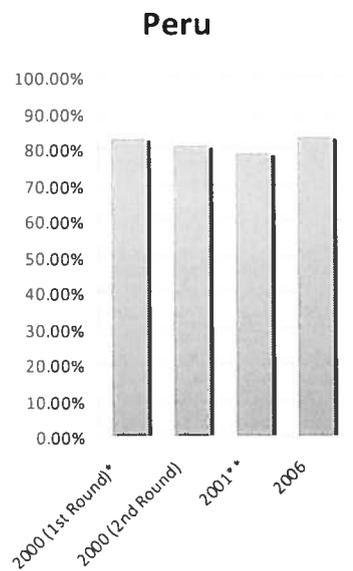
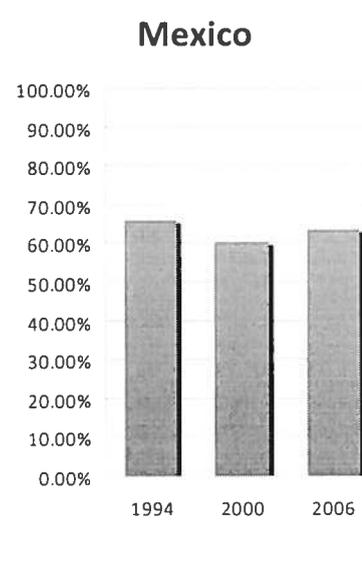
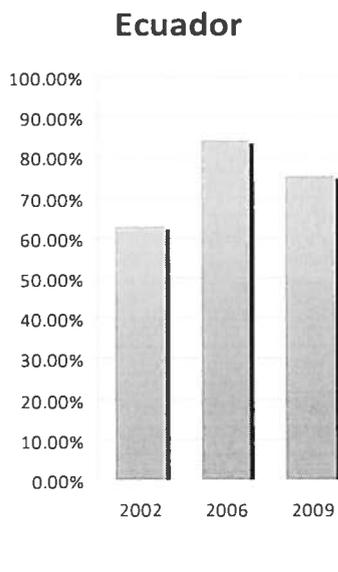
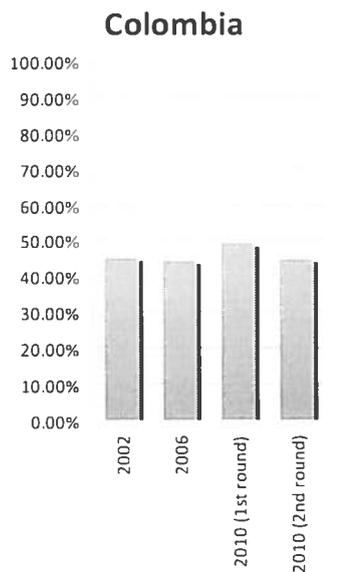
“... to the extent that compulsory voting increases turnout, compulsory voting also removes socioeconomic differences in electoral participation.”

~ Simon Jackman, *voter participation analyst (2009)*

Simon Jackman. “Compulsory Voting,” *International Encyclopedia of the Social and Behavioral Sciences* (December 1, 2004). <http://jackman.stanford.edu/papers/cv.pdf#search=Compulsory%20Voting%20Simon%20Jackman%20to%20appear%20in%20the%20International%20Encyclopedia> (accessed June 23, 2011).

Voting—Graphs

These charts show the percentage of voting-age people who actually voted in recent nation-wide elections in.

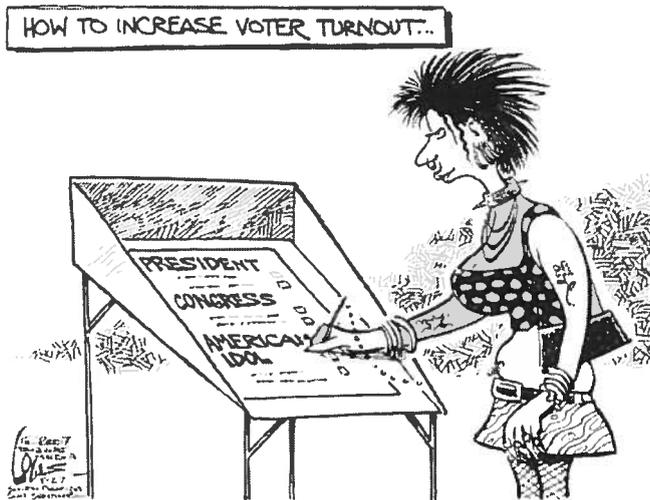



 Turnout of voting-age population

This data was drawn from the work of the International Institute for Democracy and Electoral Assistance (IDEA). See more reports and statistics at www.idea.int. For U.S.A. data, see www.census.gov.

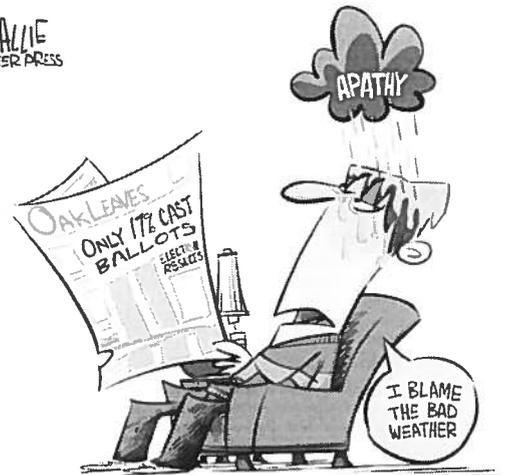
Deliberating in a
Democracy
in the Americas

Voting—Political Cartoons



Source: Chan Lowe, *South Florida Sun Sentinel*, May 27, 2007. © Tribune Media Services, Inc. All Rights Reserved. Reprinted with permission.

ERIC ALLIE
FURIOUS DIAPER



Source: Eric Allie, www.furiousdiaper.com, April 22, 2009. Used by permission.



Source: <http://periodismoinformal26.blogspot.com>, accessed May 20, 2011. Translation: We already learned to vote...When will we learn to elect?



Voting—Selected Resources

- ABC News, "ABC News Poll: Compulsory Voting" (June 11, 2004), <http://abcnews.go.com/images/pdf/883a44CompulsoryVoting.pdf>.
- Carter, Jimmy, "Peru Can Give U.S. Lessons in How to Hold Elections," *Atlanta Journal-Constitution* (April 22, 2001), available from the Carter Center, <http://www.cartercenter.org/viewdoc.asp?docID=140&submenu=news>.
- "Compulsory Enrollment and Voting" (Kensington, NSW, Australia: Australasian Legal Information Institute, Legal Information Access Centre, 2001), http://www.austlii.edu.au/au/other/liac/hot_topic/hottopic/2001/4/4.html.
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- Jackman, Simon, "Compulsory Voting," a contribution to Elsevier's *International Encyclopedia of the Social and Behavioral Sciences* (December 1, 2004), <http://jackman.stanford.edu/papers/cv.pdf#search='Compulsory%20Voting%20Simon%20Jackman%20to%20appear%20in%20the%20International%20Encyclopedia>.
- Palda, Filip, "Vote. Or Else!" *Fraser Forum* (February 2001), http://oldfraser.lexi.net/publications/forum/2001/02/section_09.html.
- Parliament of Australia, Parliamentary Library. "Research Brief: Compulsory Voting in Australian National Elections." March 3, 2008. <http://www.aph.gov.au/library/pubs/RB/2005-06/06rb06.pdf> Accessed June 14, 2011.
- United Press International, "Mandatory Voting Proposed in Canada," *The Washington Times* (January 1, 2005), <http://www.washtimes.com/upi-breaking/20050101-102110-6338r.htm>



Handout 2—Deliberation Notes

The Deliberation Question:

Review the reading and in your group determine at least three of the most important facts and/or interesting ideas. Ask about any terms that are unclear.

Reasons to Support the Question - YES	Reasons to Oppose the Question - NO



Handout 3—Deliberation Reflection

What I think:

1. What did I decide and why? Did I support or oppose or have a new idea?

2. What did someone else say or do that was particularly helpful?

3. What, if anything, could I do to address the problem?

What we think:

1. What did we agree on?

2. What, if anything, could we do to address the problem?

Rate yourself and the group on how well the rules for deliberation were followed:

(1 = not well, 2 = well, 3 = very well)

	Me	Group
Read the material carefully.		
Focused on the deliberation question.		
Listened carefully to what others said.		
Understood and analyzed what others said.		
Spoke and encouraged others to speak.		
Referred to the reading to support ideas.		
Used relevant background knowledge and life experiences in a logical way.		
Remained engaged and respectful when controversy arose.		

1. What can I do to improve my deliberation skills?

2. What can the group do to improve the deliberation?

Appendix H



On-Line Resources for Teaching the Constitution

Government sources for lessons, resources, etc.

National Archives
<http://www.archives.gov/>

Docs Teach
<http://docsteach.org/>

Our Documents
<http://www.ourdocuments.gov/>

Library of Congress American Memory Collection
<http://www.loc.gov/teachers/>

George Washington Papers
<http://memory.loc.gov/ammem/gwhtml/gwhome.html>

America's Story
<http://www.americaslibrary.gov/>

James Madison Memorial Fellowship Foundation
http://www.jamesmadison.com/lesson_plans.html

Document Sources

The Avalon Project at Yale
<http://avalon.law.yale.edu/default.asp>

The Constitutional Sources Project
www.consource.org

The Founders Constitution
<http://press-pubs.uchicago.edu/founders/tocs/toc.html>

Founding.Com
<http://www.founding.com>

Online Library of Liberty
<http://oll.libertyfund.org/>

Non-profits, museums, etc.

The Bill of Rights Institute
<http://www.BillofRightsInstitute.org>

Center for Civic Education
<http://www.civiced.org/index.php?page=wtp> hs02 sb

Center for the Constitution
<http://learn.montpelier.org/>

Center for the Study of the American Constitution
<http://history.wisc.edu/csac/>

Constitutional Rights Foundation-USA
<http://www.crf-usa.org/bill-of-rights-in-action/archives.html>

George Washington's Mount Vernon
http://www.mountvernon.org/learn/teachers_students/index.cfm/ss/107/

The Gilder Lehrman Institute of American History
<http://www.gilderlehrman.org/>

National Constitution Center
<http://constitutioncenter.org/timeline/flash/cw.html>

A Teachers' Guide to Civic Education on the Web
<http://www.citizenship-aei.org/resources/a-teacher%e2%80%99s-guide-to-civics-education-on-the-web/>

Teaching American History.org
<http://www.teachingamericanhistory.org>

Teaching History.Org
<http://teachinghistory.org/>